IMPLEMENTATION OF SCHOOL IMPROVEMENT PLAN (SIP) IN SAMAR AND CATBALOGAN CITY DIVISIONS: BASIS FOR A DEVELOPMENT PLAN

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APPROVAL SHEET

In partial fulfilment of the requirements for the degree, **DOCTOR OF PHILOSOPHY (Ph.D.)**, this dissertation entitled **"IMPLEMENTATION OF SCHOOL IMPROVEMENT PLAN (SIP) IN SAMAR AND CATBALOGAN CITY DIVISIONS: BASIS FOR A DEVELOPMENT PLAN"**, has been prepared and submitted by **MARIA ANNABELLE D. DACA**, who having passed the comprehensive examination and pre-oral defense is hereby recommended for final oral examination.

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DEDICATION

This study is wholeheartedly dedicated to the beloved people who meant and continue to mean so much to me:

First and foremost, to the Almighty God, thank you for the guidance, strength, power of mind, protection and skills and for giving me a healthy life. All of these, I offer to you.

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MARIA ANNABELLE D. DACA

ABSTRACT

This study was conducted to determine the extent of implementation of School Improvement Plan in Samar and Catbalogan City Divisions as well as the degree of involvement of the education stakeholders represented by the members of the School Planning team from every respondent school. This study utilized descriptive-developmental research design to find out the extent of implementation of the school improvement plan (SIP) that will serve as basis for conceptualizing strategic plan and improvement of school-based management. The study focused on quantitative research design and analyses on the different indicators considered, using documentary analysis as major tool in gathering data. On the extent of implementation along goals and objectives, 39 or 57.35 percent respondent-schools rated fell the score range of 6-10 and was interpreted as "moderately implemented", 22 or 32.35 percent of the school-respondents were rated "fairly implemented" and 7 or 10.29 percent fell the range of 11-13 and was interpreted as "fully implemented" with an average of 6.28 which means "moderately implemented" and a standard deviation of 2.75. the goals and objectives, performance targets, school improvement process, resource management, school performance accountability, implementation strategies and timelines are moderately implemented by the respondent-schools. This means that every school was trying their best to disseminate the importance and existence of plans to internal and external stakeholders.

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Chapter 1

THE PROBLEM AND ITS SETTING

Introduction

The "No Child Left Behind Act" (NCLB) spurred the education community to turn to research to decide how best to improve schools. Such reliance on research-based approaches helps meet educational leaders and policymakers' urgency to engage in efforts that will improve the lives of children.

For school and local community officials, however, it is not always clear how best to incorporate research-based approaches into school improvement plans. One obstacle is determining fit. Until recently, some schools and local community officials tend to seek programs that match their own philosophy, paying less attention to how a program addresses school needs or affect student outcomes (Corcoran, 2003: 129). Another is sorting through the research underlying each program. Even when educators and decision makers commit to adopting reform strategies which tract records of effectiveness, they are challenged to find, interpret, and apply the relevant research (AIR, 2005:21).

Accordingly, there is a universal belief that the school is the primary institution that caters to productive learning and character formation for children. As such, the school being a learning institution is mandated to perform its two-fold tasks. These are 1) the task of providing knowledge and honing the

skills of its target clienteles, and 2) the task of molding the moral fiber of the children by inculcating in them the proper values. In order to carry out this mission the school must be equipped with the necessary resources in fulfilling its function. All schools want their pupils/ students to succeed, however due to some circumstances this vision becomes blurred as lack of resources and poor physical facilities lead or contribute to poor delivery of quality education, especially those schools located in the rural areas such as here in Region VIII. Most of the condition of our school is far from our expectation which is usually a picture unacceptable at the present time. These schools are characterized with a substandard physical facilities and minimal educational materials for the different learning conditions of the children.

The situation above need to be studied and carefully thought about not only by the school head but by all major stakeholders using a tool which is called School Improvement Plan. The School Improvement Plan is a five-year development plan which aims to improve both the physical and academic condition of a school. It was conceived as an initiative solution in line with the R.A. 9155 of the Governance of Basic Educational Act of 2002 and the School Based Management Program Thrust of the Department of Education, in which school improvement planning concept was born (DepEd Handbook for the Preparation of the School Improvement Plan, 2006: 56).

School Improvement Plan (SIP) seeks to determine the strengths, weaknesses, opportunities and threats of the school and formulate solutions to

solve the problems of school. The School Improvement Plan is expected to make lasting difference for change. It involves planning, a major process in which the school set goals for improvement and make decision about how and when these goals will be achieved; and the ultimate objective of the process is to improve the pupils/student performance level by enhancing the curriculum, improving physical facilities and creating a positive environment more conducive for learning. Further, it also fosters and strengths parents involvement in their children's learning home.

The purpose of the School Improvement Plan (SIP) is to serve as a road map to set out changes to improve the level of achievement of the student/pupils in the academic field. School Improvement Plans help school administrators, teachers, parents and students to know what to focus and what to do in the future. It encourages the teaching staff, parents and other stakeholders known to influence students' success, to have up-to-date and reliable information about the performance of the students considering that the school will be able to respond to the needs of the students if the teachers, parents and other stakeholders have knowledge over this matter. SIP serves as a mechanism in which the public can hold the school accountable for students' success.

The first step in formulating the SIP is the involvement of the teachers, parents, students and community members to work together, to analyze information about the school and its students so that improvement of the school

will be determined. Everyone involves or interested in the operation of the school has a role to play in the planning process. School boards and the Division Superintendent play an important role in setting directions and in supporting and monitoring school improvement plans. The most important work, however, takes place within the school community itself. The principal, head teacher or the teacher-in-charge, as the person responsible for administering the school and for providing instructional material leadership, is ultimately responsible for planning improvement. But the entire school community should be actively involved in all stages of the process; planning, implementing, monitoring, and evaluating progress. As the plan is implemented the school continues to gather this kind of data. By comparing the new data to the initial information on which the plan was based, the program facilitators can measure the success of the improvement strategies (DepEd SBM Manual, 2002:13).

Since, real change takes time thus SIP should be based on a longer period such as a five-year plan. It is important that all partners understand this as they enter into the school improvement planning process. Incremental improvements are significant and should be celebrated. As time goes on, school may wish to extend the plan for additional years to ensure that it maintain the focus and reach the goal. In case, school improvement plans should be considered as a working document that the schools should use to monitor progress over time and to make revisions when necessary to ensure that the plans stay on course (Education Improvement Commission, 2000:189).

In developing school improvement plan, the principal, staff, school council, parents and other community members work through a variety of activities focused on three areas of priority: curriculum delivery, school environment, and parental environment. For each of these areas, the school improvement plan will establish a goal, performance targets, areas of focus, implementation strategies, timelines and persons responsible for implementing the strategies, status updates and opportunities for revision (EIC,ibid).

It is believed that the abovementioned strategic planning is most wanting nowadays to respond to some pressing concerns and/or issues which have been confronting schools both implementing the elementary and secondary education programs. As per experience, these issues predominantly are results of the so-called traditional schools where the school heads were the ones solely responsible in the preparation of school annual implementation plan. Anything that comes out from the mind of the individual school heads becomes the direction of the activities of the school. Some concrete results of such management system are the very low performance indicators of elementary and secondary schools particularly in cohort survival rate, graduation rate, retention rate and dropout rate.

Before the implementation of School Based Management, the said performance indicators of schools got only an average measure of 98.78, 97.33, 96.90, 103.04 and 104.09 for the five-year period from year 2008 to year 2011, respectively. While the new trend in the basic education management is

revolutionizing our elementary and secondary schools in responding to school level needs, thus producing increased level of involvement of all education stakeholders, as reported by barangay and municipal officials in their School Board meetings and even in Education Forum initiated by the Division management.

In the implementation of the SIP school-community partnership or the interaction between the school stakeholders is substantial considering that when there is a collaborative effort in the school community it results to various opportunities and help ensure the success of plans and activities. School-community partnership will enable the schools to continuously perform better depending on the ability of the schools to tap and use effectively and efficiently its resources. As stakeholders work together and share the vision and accountability for the learning outcomes of the students to improve teaching-learning process it draws greater support from the community. The interactions between the stakeholders help the school undertake evaluation and determine the problems and the resources needed to improve teaching-learning process in order to formulate improvement plans. Moreover, it also helps continue to reengineer systems and procedures to increase the efficiency of the schools, procurement of goods and services, financial management, management information system and teacher welfare. As such, it is important to know the possible contributions that the school stakeholders will impart in the program of activities that is stipulated in the plan and in a larger sense the possible impact

the implementation of the SIP can bring to the development of the stakeholders (Deped, Primer of School-Community Partnership, 2006: 37).

The above situations need to be studied to determine whether the implementation of the School Improvement Plan has brought about significant changes in the educational community such as solving critical problems as well as testing the impact of partnership and collaboration of stakeholders in the improvement of the school. Hence, this research.

Statement of the Problem

This study was conducted to determine the extent of implementation of School Improvement Plan in Samar and Catbalogan City Divisions as well as the degree of involvement of the education stakeholders represented by the members of the School Planning team from every respondent school.

Specifically, the study attempted to answer the following questions:

1. What is the profile of the School Planning Team member-respondents, namely: school heads, pupils, teachers, parents and local government officials with respect to:

   1.1 age;

   1.2 sex ;

   1.3 educational attainment;

   1.4 occupation/position;

   1.5 relevant trainings attended, and

1.6 attitude towards SIP?

2. What is the profile of the respondent-schools before and after the implementation of the SIP in terms of the following performance indicators:

2.1 participation rate;

2.2 cohort survival rate;

2.3 retention rate;

2.4 graduation rate;

2.5 dropout rate, and

2.6 academic achievement (NAT-MPS)?

3. What is the extent of implementation of the School Improvement Plan in relation to:

3.1 goal and objectives;

3.2 performance targets;

3.3 school improvement process;

3.4 resource management;

3.5 school performance accountability;

3.6 implementation strategies, and

3.7 timelines?

4. What is the degree of involvement of the School Planning Team member-respondents in the implementation of SIP in relation to the different indicators mentioned in item No. 3?

5. Is there a significant relationship between the extent of implementation of the SIP and the respondents':

5.1 profile, and

5.2 extent of involvement in the implementation of SIP?

6. What are the problems encountered by the School Planning Team in the implementation of School Improvement Plan?

7. What are the suggested/recommended strategic plans can be derived from the findings of this study for improved SIP implementation?

Hypothesis

This study attempted to test the following hypothesis:

1. There is no significant relationship between the extent of implementation of the SIP and the respondents':

1.1 profile, and

1.2 extent of involvement in the implementation of the SIP.

Theoretical Framework

The formulation of the School Improvement Plan started with the dream to make a difference in the delivery of education. The efforts of the Department of Education can be summed up with the new directions and policies that it undertake to foster school to move forward optimistically into the path of monumental development. This dramatic shift was spurred by the enactment of the R.A. 9155 or otherwise known as "The Governance of Basic Educational Act"

which offers a clear indictment of general support for basic education process that empowers the schools. It is on this premise that the view on the implementation of the School Improvement Plan was conceived. Accordingly, it was pointed out that empowered schools can become better and more effective learning organizations when given freedom to make decisions on what they think is best for the learners (DepEd, Handbook on the Preparation of School Improvement, 2006:198).

The process of school improvement planning is a shared responsibility; it needs school-community partnership in order to realize its objectives. One basic indicator of a high performing and empowered school is the willingness of various stakeholders to work collaboratively for the development of the school. It is for the main reason that an empowered school takes full advantage of the diversity resources and the energies of the stakeholders for the development purposes of the school.

The SIP has its legal basis. First, it was grounded on the principles of the Local Government Code of the Philippines or R.A. 7160 which enables communities to be more effective partners in the attainment of national goals. Second is the Multi-term Philippine Development Plan that requires localized educational management that would enable schools to focus on enhancing initiative, creativity, innovation and effectiveness. Then the earlier mentioned Governance of Basic Educational Act or R.A. 9155 that emphasizes decentralization of school governance. Another legal basis for SIP is the

internationally supported School Based Management Program (SBM). Moreover, it is also supported by the Basic Education Sector Reform Agenda that provide s package of policy reforms focused on key reform thrusts that deal on the continuous school improvement through the involvement of the stakeholders. It is anchored on the principle that those who are directly involved in and affected by the school operations are in the best position to plan, manage and improve the school. Lastly, is the School First Initiative of 2004 which empowers educational leaders and stakeholders to focus on school improvement. In formulating the SIP, it is best to determine the areas that should be considered for improvement. The overall objective of school improvement planning is an enhanced level of student academic performance, to effect real change, the process needs to be focused on specific priorities. Student performance improves when teachers use curriculum-delivery strategies that specifically address the needs of the students, when the school environment is positive and when parents are involved in their children's education. In planning improvements, therefore, schools should establish one priority in each of these three areas-curriculum delivery, school environment, and parental involvement (DepEd, Handbook on the Preparation of the School Improvement, 2006:192).

This study is also anchored on the theory formulated by Gamage (2006a; 1996b), who has defined SBM as a pragmatic approach to a formal alteration of the bureaucratic model of school administration with a more democratic structure. This framework includes a form of decentralization which identifies

the individual school as the primary unit of improvement relying on the redistribution of decision-making authority through which improvements in schools are stimulated and sustained. Gamage (1996a) has also proposed a revised theory of SBM by devising seven assumptions which are the basis of a more realistic application of SBM.

The first assumption is that a school council shall consist of all relevant stakeholders such as the principal or the head teacher and the representatives of staff (both teaching and non-teaching), parents, local community, and in the case of secondary schools, students. The representatives of the staff, parents, and students are expected to be elected by the relevant constituencies, whereas the community representatives are to be nominated by the other elected members and the school leader. The second assumption is that the devolution or transfer of both authority and responsibility needs to be affected by a legislative enactment. This approach shall transform the former advisory body to a democratic governing body. The third assumption is the heavy reliance on the voluntary participation of parents, community, and student representatives in the process of policy formulation in governing the school. It is believed that the school stakeholders are motivated and dedicated in developing quality schools because of the genuine transfer of authority and responsibility to governing bodies. The fourth assumption is that the lay councilors, with appropriate induction and training, will acquire sufficient knowledge to function as equal partners. The knowledge and experience of the lay-members who come from

fields other than education are relevant and useful to the educational enterprise in order that the needs of contemporary schools are met. The fifth assumption is that because of de-zoning, the schools need to function in an interesting and effective mode that can improve the image of the school in a similar way to the business reputation of a private/public enterprise. Such an image will help attract high levels of school enrolments. The sixth assumption is that SBM would be cost effective because the ownership of the policies and the higher levels of commitment lead to minimization of costs and better utilization of limited resources. More resources would also be available as a result of minimizing the size of the educational bureaucracy, as well as higher-levels of resources coming from the school community.

The last assumption is that stricter controls are needed to be enforced by the center in ensuring accountability for the finances placed at the disposal of the school in conformity with the Ministerial/Departmental Guidelines relating to the operation of school councils. The principal is made accountable to the governing body through its state's education authorities, as well as to the school community. Submission of regular progress reports to the governing body and annual reports to other relevant authorities and the school community are required.

Conceptual Framework

The research paradigm that served as the guide of the proponent in the conduct of this study is shown in Figure 1. The schema reflects the research environment, the subjects, the variables that were involved under the following sub-headings: inputs, throughput, output and the expected result.

In the schema, the inputs show the research environment which composed of the central and non-central elementary schools in Samar Division and the newly established division of Catbalogan City. The School Planning team in every school covered in this study whose responses in the initial assessment of the division SBM Task Force on SBM level of practices are considered respondents. The said assessment has used the SIP and its implementation process, thus the extent of its implementation and the degree of involvement of the SPT in the said implementation are subjects of this study, covering calendar years 2010 and 2011, treated as the throughput of the study. The outputs on one hand are the findings , analyses, and treatment of data. The expected result focusing on the development plan as to how SIP implementation can be improved is a major direction of this study.

Significance of the study

The relevance of this study caters to the following school stakeholders: school heads, parents, local government units, faculty, pupils, community and other stakeholders.

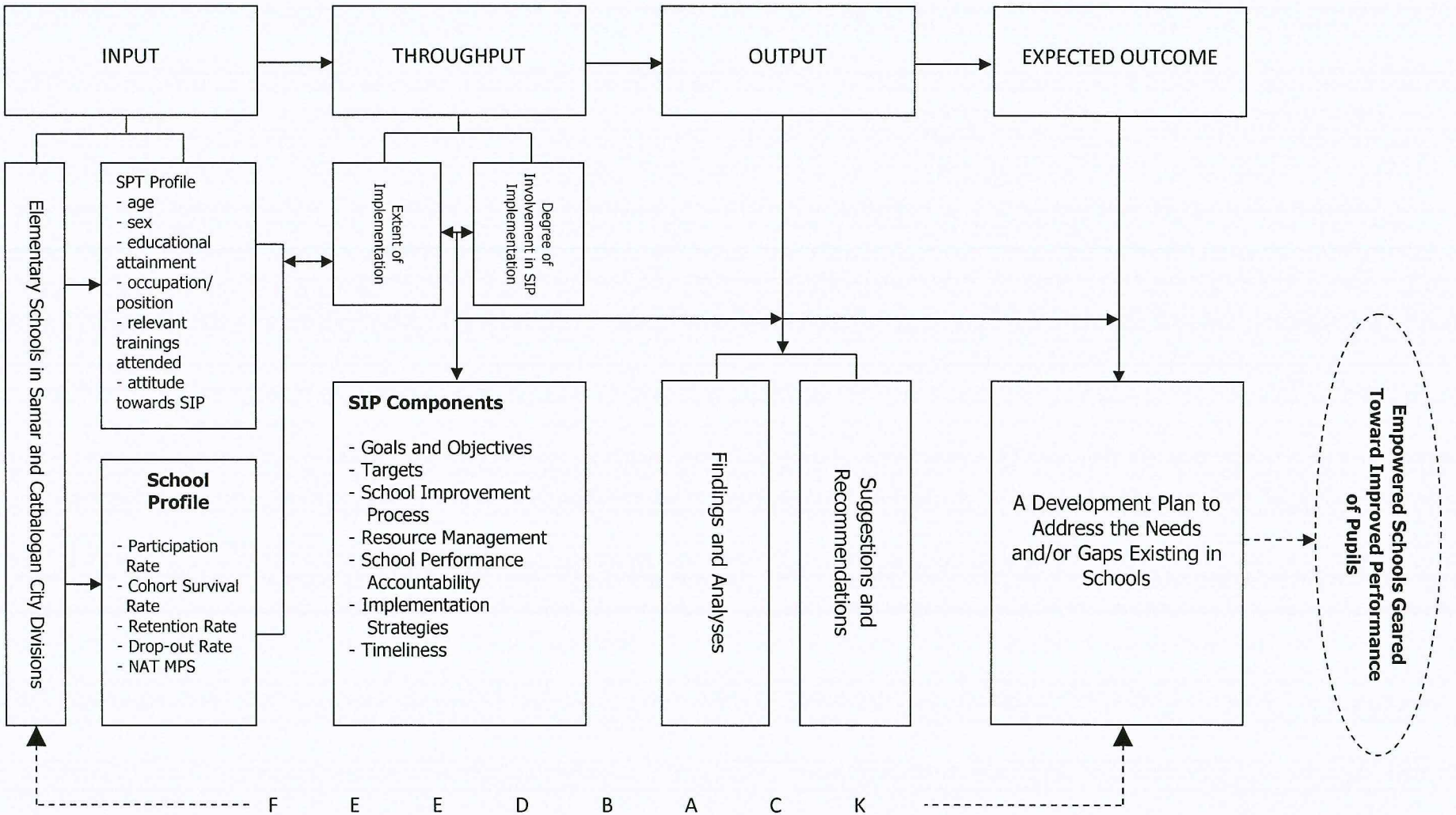

Figure 1. Conceptual Framework of the Study

To the school heads. They are the persons involved in the administration of the school and would want to have an in-depth understanding regarding the school improvement process. The result of the study will provide the group a clearer picture of the technical aspects in the implementation of School Improvement Plan. Further, it will expand their knowledge on the subject matter and help them in their substantial decision making as well as guidance for those who will indulge in a training program for stakeholders.

To the teachers. The teachers are the stakeholders who are directly involved and affected by the school operations so are in the best position to help plan, manage and improve the school. So, the findings of this study will serve as input for the teachers to devise strategies in conjunction with the SIP effective implementation.

To the pupils. Whatever improvements in the teaching practices of the teachers and the school in general will benefit the pupils. The collaborative efforts of the School Planning team composed of school administrators, teachers, parents, LGU and pupils aimed at empowering school administrators for improving the school is towards better performance of their group, thus will provide them an idea of the importance of their participation in the school improvement process.

To the parents. Getting involve in the school improvement process, parents would help achieve the purpose or objectives of the SIP. They will be

more cooperative and supportive to the school and to their children's activities in school.

To the community. The community people will likewise be more cooperative and supportive to whatever the school will undertake to improve the teaching learning process and school performance of the pupils/students using the data/information from this study.

To the researchers. From this study, the researchers will be able to formulate other related proposals, especially those which were not yet explored.

Scope and Delimitation

The scope of this study covers the components of the School Improvement Plan and altogether its implementation process, the monitoring and evaluation which were undertaken during the initial assessment period by the Division SBM Task Force represented by five Education Program Supervisors. The assessment has made use of SBM Tool in a form of Checklist (Appendix A), whose results even categorized the schools into standard, practicing and mature in terms of SBM practices where the sole instrument in this activity is the SIP and its implementation process. In every category, there are indicators required to be accomplished /acquired/responded thus SIPs the total points earned provided this research the extent of SIP implementation in terms of percentage as well as the degree of overall SPT involvement in its implementation.

The SPT profile in terms of age, sex, education, occupation, trainings attended and attitude towards SIP is also given focus including the profile of the respondent schools in terms of the following performance indicators: participation rate, cohort-survival rate, retention rate, dropout rate, graduation rate and the NAT MPS. These same variables are correlated to the extent of SIP implementation to find out how they impact each other. The degree of involvement of the School Planning Team in the implementation of SIP and the extent of its implementation is likewise established in terms of their relationship exhibited in the statistical treatment of this study.

This study covered the initial implementation period of SIP from calendar year 2010 to calendar year 2011 in the Division of Samar which presently took out the five districts in Catbalogan City to compose the new City Division of Catbalogan as a result of its cityhood. Hence, the mention of two divisions in this study.

The study was conducted during the School Year 2012 – 2013.

Definition of Terms

In this study, some words are used by the researcher which are necessary and for better understanding of the readers, the definitions are provided for below:

Collaboration. This term means working together to achieve a goal. It is a recursive process where two or more people or organizations work together to

realize shared goals. (Collins English Dictionary 11th edition, 2012:11). As used in the study, it refers to how SIP Team members work together to achieve its vision, mission, goals and objectives defined in the SIP.

External stakeholders. These are the individuals who are indirectly involved in the programs implementation of the school but play an important role in mobilizing the resources needed for the school (SBM Manual of Operations, 2009:20). As used in the study, it refers to the school community, they are the government officials, the church leaders, the non-government organizations/agencies, private funding institutions and others.

Implementation strategies. These are the methods by which strategies are operationalized or executed within the organization. (http://wiki.answers.com/Q/What_is_strategic_implementation). In this study, these refer to the methods and processes undertaken by the schools to implement the SIP effectively and efficiently, which are all contained in the attached SBM checklist of operations.

Internal stakeholder. It refers to individuals who directly participate in the programs of the school they are as follows: School Heads, Teachers, and Student's Parents (SBM Manual, 2002:38). In this study, they are the following: school heads, teachers, pupils and parents of pupils.

LGU representatives. This term refers to people in the community who are actively involved in the attainment of school's vision, mission, goals and objectives (SBM Manual, 2002:10). As used in the study, it refers to the barangay

officials in the community particularly the barangay captain who helps in the attainment and implementation of SIP.

Parents teachers association (PTA). This term refers to an organization of local groups of teachers and the parents of their pupils that work together for the improvement of the school and for the benefit of the pupils (PTA Dictionary Thesaurus, 2005:33). Same definition is used for the study.

Performance targets. These refer to the goals and objectives set by the stakeholders that describe what they wanted to accomplish through the collaborative efforts among school administrators, teachers, pupils and local government officials (SBM Manual, 2002:37). In this study, they are the following: participation arte, repetition rate, cohort-survival rate, dropout rate, graduation rate, and the academic achievement of pupils in the NAT in terms of mean percentage scores (MPS).

Pupils' performance. This refers to the academic achievement of pupils with reference to the required mastery level of the Department of Education (SBM Manual, 2002:49). As used in the study, it refers to the performance of pupils in the National Achievement Test in different learning areas.

Resource management. Resource management is the efficient and effective deployment of an organization's resources when they are needed. Such resources may include financial resources, inventory, human skills, production resources, or information technology (IT) (A Guide to the Project Management Body of Knowledge, Third Edition. Newtown Square, Pennsylvania: Project

Management Institute (PMI). 2004:115). As used in the study, it refers to the allocation of funds using the School Operating Budget prepared monthly by the School Planning Team.

School-Based Management (SBM) program. This term refers to the decentralization of the decision making authority to school heads wherein at school level school heads, teachers, students, parents and community work together to improve the schools performance (DepEd SBM Manual,2009:10).

School community partnership. This refers to any relationship and collaboration between and among educators, students, families and community at large to work together in bringing about better and improved school performance (SBM Manual, 2002:56). Operationally, it refers to relationships between and among principals, teachers, pupils, parents and community residents in a particular place.

School improvement plan (SIP). A programme of action that a school undertakes in order to effect improvement, especially in areas of particular need but also of the school as a whole (DepEd , SIP Manual). The same definition is adapted by the study.

School improvement process. School Improvement is the single most important business of the school. It is the process that schools use to ensure all pupils are achieving at high levels. The combination of three concepts constitutes the foundation for positive improvement results: meaningful teamwork; clear, measurable goals; and the regular collection and analysis of

performance data (Schmoker, 2004:201). In this study, it refers to the processes instituted by the SPT as defined in the checklist provided in Appendix A.

School governing council. This term points to school governance which refers to the authority of education stakeholders to jointly make decisions directed towards the continuous improvement of learning and promotion of children's welfare in the school (DepEd, SBM Manual, 2009:13). In this study, the council is equivalent to the membership of the School Planning Team.

School heads. This term refers to an educator who has executive authority in all operations. In this study, it refers to the principals/head teachers of central and complete non-central schools.

School performance accountability. It is defined as the acknowledgment and assumption of responsibility for actions, products, decisions, and policies including the administration, governance and implementation within the scope of the role or employment position and encompassing the obligation to report, explain and be answerable for resulting consequences (Wikipedia, retrieved 04-08-08).

School planning team. School Planning Team (SPT) is the organizational structure for improving school productivity. It provides for the formation of a planning team at each school, consisting of representatives of the full school community who hold primary responsibility for the design of a multi-year school improvement plan. It is chaired by the principal, who will assess student performance and school effectiveness, set improvement goals, and design

instruction and other services in the context of those goals (DepEd, SBM Manual, 2009:15). As used in the study, it is composed of the school head, the LGU head or its representative, the PTA President, the Faculty President, and the Pupil Government President.

Stakeholders. This refers to the individuals who work or participate in the programs of the school to transform the school into a more conducive learning environment. As used in the study, it refers to the school heads, pupils, and their organization, teachers (teaching and non-teaching associations), school governing councils, parents of the pupils, and parents association.

Strategic plan. It refers to a set of statements describing the purpose and ethical conduct for an organization together with specific strategies designed to achieve the targets set. (http.//www.businessdictionary.com). The same definition is adapted for this study.

Timelines. These are ways of displaying lists of events in chronological order, sometimes described as project artifacts. These are typically graphic designs showing long bars labeled with dates alongside themselves and events labeled on points where they would have happened. In this study, it refers to the target dates the objectives should be accomplished. This is usually expressed in number of days, weeks, months and years.

Chapter 2

REVIEW OF RELATED LITERATURE AND STUDIES

This chapter presents the literature and studies reviewed by the researcher which gave her insights related to the study.

Related Literature

It has been found out that despite the clear commitment of governments and international agencies to the education sector, efficient and equitable access to education is still proving to be elusive for many people around the world. Girls, indigenous peoples, and other poor and marginalized groups often have only limited access to education. These access issues are being addressed with great commitment in international initiatives, such as Education for All, in which resources are being channeled to low-income countries to help them to achieve the Millennium Development Goals (MDGs) for education.

However, even where children do have access to educational facilities, the quality of education that is provided is often poor. This has become increasingly apparent in international learning tests such as Trends in International Mathematics and Science study (TIMSS), Progress in International Reading Literacy Study (PIRLS) and Programme for International Student Assessment (PISA), in which most of the students from developing countries fail to excel. There is evidence that merely increasing resource allocations will not increase the

equity or improve the quality of education in the absence of institutional reforms. (Hanushek and Woessmann, 2007:213).

Governments around the world are introducing a range of strategies aimed at improving the financing and delivery of education services, with a more recent emphasis on improving quality as well as increasing quantity (enrollments) in education. One such strategy is to decentralize education decision-making by increasing parental and community involvement in schools-which is popularly known as school-based management (SBM). The argument in favor of SBM is that local decentralizing decision-making authority to parents and communities fosters demand and ensures that schools provide the social and economic benefits that best reflect the priorities and values of those communities (Lewis, 2006:133; and Leithwood and Menzies, 1998:178).

Education reforms in Organizations for Economic Co-operation and Development (OECD) counties tend to share some common characteristics of this kind, including increased school autonomy, greater responsiveness to local needs and the overall objective of improving students' academic performance. Most countries whose students perform well in international student achievement tests give local authorities and schools substantial autonomy to decide the content of their curriculum and the allocation and management of their resources (World Bank, 2007:122).

An increasing number of developing countries are introducing SBM reforms aimed at empowering principals and teachers or at strengthening their

professional motivation, thereby enhancing their sense of ownership of the school. Many of these have also strengthened parental involvement in the schools, sometimes by means of school councils. Almost 11 percent of all projects in the World Bank's education for fiscal years 2006-06 supported school-based management, a total of 17 among about 157 projects. This represents $1.74 billion or 23 percent of the World Bank's total education financing. The majority of SBM projects in the World Banks currently portfolio are in Latin American and South Asian countries, including Argentina, Bangladesh, Guatemala, Honduras, India, Mexico and Sri Lanka, in addition, a number of current and upcoming projects in the Africa region have component focused on strengthening school-level committees and SBM. There are also two World Bank-supported SBM projects in Europe and Central Asia (in the former Yugoslav Republic of Macedonia and in Serbia and Montenegro) and one each in East Asia and the Pacific (the Philippines) and in the Middle East and North Africa (Lebanon).

On the other hand, Kochan et al. (2001:133) cited that leading researchers in the school effectiveness and education indicator fields have need for process data to lend insights into the schooling process to suggest strategies for improving school performance. The study is focused on the methods piloted during SEAP – II to collect and analyze process data from targeted SEAP schools. In the spring of 1997, approximately 30 LDE staff joined five university-based researchers for intensive two-day site visits to each of the 12 SEAP – II schools in order to collect behavioral and attitudinal data. At each site, a five-member

LDE/university team conducted 24 classroom observations, general campus wide observations, a teacher-focus group, student-focus group, and principal interview. Parent, student, teacher and principal surveys also were administered. A variety of univariate statistics and qualitative methods were used to analyze the resulting process data. Process and product data collected during SEAP - II site visits, SEAP - I achievement data, and archival data from other resources for SY 1995 - 1996 through 1997 - 1998, as available. The SEAP teams used established school and teacher effectiveness methods to collect process data of the kind long sought in indicator research. This process data collection effort enabled the SEAP teams to make focused recommendations for school improvement and provided a mechanism for gathering input from students, parents, teachers and administrators. SEAP - II also was an invaluable learning experience for LDE staff, many of whom make administrative and/or policy decisions impacting schools, but spends little time in the field. Because the LDE staff who participated in SEAP - II were drawn from throughout the agency, it also furthered the LDE's planned shift toward a more collaborative and service-oriented relationships with schools.

Moreover, school faculty and administrators developed final school improvement plans, drawing on (a) draft school improvement plans developed by LDE/university staff, which were based on SEAP - I and II findings; and (b) needs assessments (self-studies) conducted by schools themselves. This paper is the perspective of external school improvement experts who helped the 12

schools to identify available strategies and restructuring models (e.g., Accelerated School, Success for All, etc.) that might assist them in their respective school improvement efforts. The methods section of the paper summarizes the context-specific improvement plants that each school developed for SY 1997 - 1998 to SY 1999 - 2000. Process and product data collected during the course of the SEAP - II site visits, SEAP - I cognitive data, and archival data from other sources. SEAP site teams and external school improvement specialists provided available external perspectives on the strengths and weaknesses of schools and facilitate the delivery of needed resources and services to support school improvement. The SEAP process may even serve as a mechanism for validating the staff's own preconceived needs. Ultimately, however, the direction and the impetus for improvement should come from the school itself, backed by the shared commitment of faculty, administrators, district, and community (Meza and Springfield, 2001:145).

Pol and Heroman's (2001:23) emphasized that there is a need have illustrative case studies of schools that participated in the SEAP pilot. Through narration, with audio-visual support symposium participants walk through several SEAP - II site visits and the LDE's collaborative approach to compiling draft case studies and recommendations. The researcher explains how findings from the SEAP site visits and the schools' own self-assessment were integrated to produce improvement strategies tailored to the specific needs of the individual

schools, and described how the respective school's improvement efforts have unfolded.

The few well-documented case of SBM implementation that have been subject to rigorous impact evaluations have already been reviewed elsewhere. The definition of SBM broadly to include community-based management and parental participation schemes but do not explicitly include stand alone, or one off, school grants programs that are not meant to be permanent alterations in school management.

SBM programs lie along a continuum in terms of the degree to which decision-making is devolved to the local level. Some devolve only a single area of autonomy, whereas others go further and devolve the power to hire and fire teacher and authority over substantial resources, while at the far end of the spectrum there are those that encourage the private and community management of schools as well as allow parents to create schools. Thus, there are both strong and weak versions of SBM based on how much decision-making power has been transferred to the school.

The World Bank's World Development Report 2004 (WDR 2004: 137) presented a conceptual framework for SBM. The WDR argues that school autonomy and accountability can help to solve some fundamental problems in education. While increasing resource flows and support to the education sector is one aspect of in- creasing the access of the poor to better quality education, it is by no means sufficient. The SBM approach aims to provide service delivery to

the poor by increasing their choice and participation in service delivery, by giving citizens a voice in school management by making information widely available and by strengthening the incentives for schools to deliver effective services to the poor and by penalizing those who fail to deliver.

SBM is the decentralization of authority from the central government to the school level. School-based management can be viewed conceptually as a formal alteration of governance structures, as a form of decentralization that identifies the individual school as the primary unit of improvement and relies on the redistribution of decision-making authority as the primary means through which improvement might be stimulated and sustained (DepEd, "Primer on School-Based Management Program," 2006:112).

Thus, in SBM, responsibility for and decision-making authority over, school operations is transferred to principals, teachers and sometimes to students and other school community members. However, these school-level have to conform to or operate within a set of policies determined by the central government. SBM programs exist in many different forms, both in terms of who has the power to make decisions and in terms of the degree of decision-making that is devolved to the school level. While some programs transfer authority only to principals or teachers, others encourage or mandate parental and community participation, often as members of school committees (or school councils or school management committees).in general, SBM programs transfer authority over one or more of the following activities: budget allocation, the hiring anf

firing of teachers and other school staff, curriculum development, the procurement of textbooks and other educational material, infrastructure improvements and the monitoring and evaluation of teacher performance and student learning outcomes (DepEd, 2006:44).

Thus, the theory behind School Based Management is the fostering of school empowerment that it might lead to quality education. Good education is not only about physical inputs, such as classrooms teachers and textbooks, but also about incentives that lead to better instruction and learning. Education systems extremely demanding of the managerial, technical, and financial capacity of governments, and thus, as a service education is too complex to be efficiently produced and distributed in a centralized fashion. The idea behind choice and competition is that parents who are interested in maximizing their children's learning outcomes are able to choose to send their children to the most productive(in terms of academic results) school that they can find. This demand-side pressure on schools will thus improve the performance of all schools if they want to compete for students. Similarly, local decision-making and fiscal decentralization can have positive effects on school outcomes such as test scores or graduation rates by holding the schools accountable for the 'outputs" that it produced.

In the context of developed countries, the core idea behind SBM is that those who work in a school building should have greater control of the management of what goes on in the building. In developing countries, the idea

behind SBM is less ambitious, in that it focuses mainly on involving community and parents in the school decision-making process rather than putting them entirely in control. However, in both cases, the central government always plays some role in education, and the precise definition of this role affect how SBM activities are conceived and implemented.

SBM, in almost all of its manifestations, involves community members in school decision-making. Because these community members are usually parents of children enrolled in the school, they have an incentive to improve student achievement and other outcomes as these local people demand closer monitoring of school personnel, better student evaluations, a closer match between the school's needs and its policies, and a more efficient use of resources (DepEd, SBM Manual, 2002:49).

SBM has several other benefits. Under these arrangements, schools are managed more transparently, thus reducing opportunities for corruption. Also, SBM often gives parents and stakeholders opportunities to increase their skills. In some cases, training in shared decision-making, interpersonal skills, and management skills is offered to school council members so that they can become more capable participants in the SBM process and at the same time benefit the community as a whole (Briggs and Wohlstetter, 1999:187).

One of the activities of the School Based Management Program thrust that has been imposed by the Department of Education is the formulation and implementation of the School Improvement Plan (SIP), which is a three to five

years program of action which embodies the school's mission and vision, and undertaken by the school in order to effect improvement, especially in areas of particular need but also in the school as a whole. It is drawn up in response to findings and recommendations made in its self-evaluation and in the external evaluation. SIP serves to inform and guide the school towards improvement, address the areas of development, enable the school to be more effective learning institution, enhance the accountability of the school to take responsibility and ownership in addressing problem areas and foster collective and cooperative responsibility in regarding educational initiatives (EIC, School Improvement Planning Handbook, 2000:33).

SIP is the main vehicle through which schools will walk to the path of improvement. It is carefully structured to focus on key goals and strategies which will lead to greater student leaning and a more effective school organization. A SIP is a development plan which embodies the school and the community vision of the future as well as the strategies and activities that the school wants to undertake to attain its objectives and to negotiate development initiatives.

It is a comprehensive overview of major principles to which school stakeholders will be dedicated to at least five years. The SIP will describe areas which are needed to be prioritized and for which the school will commit its resources. Activities outlined in an empowerment plan will take the school beyond the maintenance of present strengths towards a more conducive

learning. Involved in the formulation of the SIP are the various stakeholders which comprise of all individuals that participates in the improvement of the school, the school administrators, teachers, students, parents, local government units and NGO's etc. with the involvement of the school and the community, the school improvement process will be put in place of systematic method of upgrading the delivery of educational resources at school level. It involves the analysis of the schools priority improvement areas and setting appropriate areas (DepEd SBM Manual, 2002:88).

Curriculum is the foundation of the education system. The Department of Education has published curriculum policy documents that set out expectations for student learning in each grade and subject area. These expectations describe the knowledge and skills that students to develop and to demonstrate in their class work, on test and in various activities on which their achievement is assessed. The policy documents also contain achievement charts ("rubrics") that help teachers' asses the level of each student's achievement in relation to the expectations. The achievement levels are brief descriptions of four possible levels of students' achievement. These descriptions, which are used along with more traditional like letter grades and percentage marks, are among a number of tools that teachers use to asses students learning. To set a goal for improving the way curriculum is delivered, principals, teachers, school councils, parents, and other community members participating in the improvement planning process must

understand the academic expectations set out by the DepEd and how well the students in their school are achieving those expectations.

Effective schools share a set of characteristics that add up to an environment that fosters student achievement. By setting goal to improve a schools environment, principals, teachers, school councils, parents and other community members can make their school more effective places in which to learn. Highly effective schools are; possessed with a clear and focused vision, a safe and orderly environment, a climate of high expectations for the students success, a focus on high levels of student achievement that emphasizes activities related to learning, a school head who provides instructional leadership, frequent monitoring of student progress, strong home-school relations.

Research tells us that parental involvement is one of the most significant factors contributing to a child's success in school, when parents are involved in their children's education, the level of students' achievements increases. Students attend school more regularly, complete more homework in a consistent manner, and demonstrate more positive attitudes towards school. These students also are more likely to complete school. Parental involvement helps a child succeed in school and later in life. To ensure parents are informed about and involved in their children's education, schools must fosters partnership with parents because parental involvement is one of the most significant factors in a child's success, it is crucial that all schools set a goal in their improvement plans for increasing it. With a better understanding of the three priority areas provide the stakeholders

expanded knowledge that they may be able to understand more deeply the management of the school.

Related Studies

The following studies are reviewed to give insights into the conduct of the present study:

Burden Jr.'s (2007) study entitled, "Assessing Ethnon relative Pedagogical Preparedness in PETE Programs" stated that previously, multicultural education literature has highlighted the increase of ethnically diverse students' growth in American public K-12 schools. The literature reveals that many teachers are failing to appropriately exhibit culturally relevant pedagogical competence to accommodate the growth of students of color in American schools. Oftentimes, this contributes to the development of pre-service teachers that lack culturally relevant pedagogical preparation to teach students of color in American K-12 schools. Thus, the study sought out to better understand how PETE teacher educators and pre-service students describe their methods of inclusion, teaching, and learning, as it relates to culturally relevant pedagogical preparedness.

The study involved a phenomenological investigation of eight teacher educators across five NCATE-Accredited PETE programs about their pedagogical experiences with the phenomena of culturally relevant pedagogy (CRT) inclusion in curricula practices. In addition, (N=239) pre-service students across the five PETE programs were assessed on their color-blind racial

pedagogical skills and knowledge competence. Also, pre-service students written descriptions were assessed via qualitative content analysis.

Findings from this study revealed that PETE teacher educators experienced a) ethnocentric beliefs regarding students of color learning styles, behaviors, and preferences in K-12 physical education settings; b) that their White American pre-service students feared teaching in schools with a high composition of ethnically/racially diverse students; c) that their programs lacked students and faculty of color, which the faculty indicated to add to the multicultural.

The study of Burden has similarities with the present study inasmuch as program is concerned. The previous study dealt with school program abroad while the present study dealt with a DepEd program which is true to Philippine setting that aims to improve pupils' performance.

Creemers' (2003) paper entitled, "Capacity for Change and Adaptation of Schools in the Case of Effective School Improvement" from a funded research project with the final report, "A Framework for Effective School Improvement" completed on July 6, 2001 hinted that effective school improvement is high on the agenda of most countries' educational policies. However, theory and research have tended to come from the paradigms of "school effectiveness" and "school improvement" which have grown apart over the years in terms of their methodology and focus. School effectiveness is strongly focusing on student outcomes and the characteristics of schools and classrooms that are associate

with these outcomes without automatically looking at the processes that are needed to bring changes. School improvement is mainly concerned about changing the quality of teachers and schools without automatically looking at the consequences for student outcomes. In short, school effectiveness is trying to find out what is to be changed in schools in order to become more effective while school improvement is trying to find out how schools can change in order to improve. This project aimed to create stronger links between these two ways of thinking by the creation of a "comprehensive framework" for effective school improvement that helps to explain why improvement efforts succeed or fail and which factors promote or hinder effective school improvement.

The project conducted an extensive analysis of about 30 school improvement projects in eight countries, namely: Netherlands; Finland; United Kingdom; Belgium-French Community; Greece; Italy; Spain; and Portugal. The key outcome was the Effective School Improvement (ESI) framework based on the theoretical and practical analysis of school improvement projects. The school is put at a center of this framework that can be used by: a) Practitioners - for designing, planning and implementation of school improvement; b) Researchers - for further research in the field of effective school improvement; c) Policy Makers - as it helps to clarify which factors must be taken into consideration in the planning of improvement processes in schools. However, these stakeholders must be aware that the framework can never be used as a recipe for effective school improvement or as a ready-made toolbox for the implementation of

improvement in schools. Helped by this framework, the following conclusions were reached: schools and school improvements must always be considered within the educational context of a country. Even if an improving school is free to decide about their improvement outcomes they will always have to be in line with the wider educational country context which exerted influence through: pressure to improve, resources for improvement, and educational goals.

Effective school improvement requires whole school processes aiming to enhance the quality of instruction in classrooms. Individual teachers can never promote lasting changes in the school. The school organization may add or subtract value to that of its individual members. Schools with little team collaboration might expect to find a large variation in the performance of pupils. However, in a well-led and managed school there is likely to be less variation and greater consistency across the school. This results in the "school effect" adding value to that of individual teachers.

However, in most countries studied, the school, as an organization does not currently play a major role in effective school improvement. Most current practice seems to target teachers as important for influencing effective school improvements. However, a) teachers tend to work independently, perhaps without a school plan of common goals and methods; b) inspectors assess only teachers not the schools; c) teachers are placed centrally at schools, which might reduce their involvement in school improvement; d) the principal's main function is administration rather than fostering educational leadership and may

be elected for a short time period thus reducing their central role in managing school reform. In some countries there are evidences to point on the importance of the school as an organization to wit: a) the use of media is made through effective school knowledge - by making schools accountable for inspection results that are published in newspapers and the internet; and b) the development of schools as "learning organizations" is fostered by, example, peer coaching, team staff development and school receiving earmarked funds for staff development. Schools do need some form of external pressure from the educational context to start improving. Four types of pressure were distinguished: a) Market mechanisms - competition between schools - leading to consumers (parents) being better informed about the schools' quality. However, it can result in parents' preference for traditional schools, the creation of white and black schools and inequality between schools; b) External evaluation and accountability - generally concerns the measurement of student outcomes with a national validated test. When the results are published schools are held accountable and are under pressure to positively change student outcomes. However, this can lead to negative consequences like helping students with the tests. If sanctions are high, schools can be closed down. Sometimes evaluations may not be fair; c) External agents - such as inspectors, policy makers, educational consultants and researchers may push schools to improve by giving suggestions of what and how to improve; d) Participation of society in education and societal changes - society influences schools in many ways and demands

school improvement that is often mediated by government policies responding to influences like learning to learn how to study and the use of information technology. Sometimes these changes are receiving wide support, but there is a limit to the amount of changes schools are willing to perform. Material and non-material forms of support are essential for effective school improvement. Three forms of support are distinguished namely: a) Granting autonomy to schools - this could be in the form of educational goals, educational means, organization (personnel management, administration) and finances. For effective school improvement autonomy is necessary because improvements, which do not tailor to school's needs, are likely to fail. The success of autonomy depends to a large extent on the willingness and capacity of the school team to continuously improve in the direction of a more effective school. Some forms of external control seem to be a requirement to stimulate schools to use their autonomy in a 'good' way; b) Financial resources and working conditions - with sufficient financial resources and time, improvement will succeed more easily. Large classes, a large amount of teaching hours and instability of education policies do not contribute to the motivation to improve; c) Local support - from parents, district officials, school administrations, and school boards. The following recommendations were made: 1) efforts should be made to reduce the negative aspects of market mechanisms; 2) external evaluations should take place at regular periods. The results should be presented in a fair way in order to show what value has been added since the last evaluation. The information collected

should be primarily aimed at helping school improvement; 3) high quality external agents should be used as facilitators of effective school improvement; and 4) care needs to be taken not to overload schools with innovations.

The present study is similar to the study of Creemer in terms of assessing the effectiveness of school improvement plan, however, it differed in terms of locale and respondents of the study.

Reynolds and Teddlie (2005) on their paper entitled, "Joining School Indicator, School Effectiveness, and School Improvement Research - The International Perspective, Integrating School Indicators, School Effectiveness, and School Improvement Research - The Louisiana School Effectiveness and Assistance Program (SEAP)." The paper discussed the artificial cleavage that still persists between the three related fields of school indicators, school effectiveness and school improvement. It focuses on the paradigmatic differences (e. g., post positivism, contructivism, etc.) that have separated the three fields and how these differences are now reconcilable within the paradigm of pragmatism, together with the utilization of mixed methods and mixed model designs. The methods involve an integrated literature review drawing primarily from four recent sources - Reynolds, Hopkins and Stoll's (1993) review liking school effectiveness and improvement; Fitz-Gibbon's (1996) Monitoring School Performances: A Guide for Educators, which discusses the role of education indicator research in school improvement; Teddlie and Renold's forthcoming International Handbook of School Effectiveness Research, which includes

chapters that review and integrate the three related fields; and Tashakkori and Teddlie's forthcoming Mixed Methods and Mixed Model Studies in the Social and Behavioral Sciences, which reviews the denouement of the paradigm wars and the emergence of pragmatism and mixed model designs. The following were the conclusions that future research programs at the state and national levels should integrate the methodologies of the three related fields, thus allowing the identification of more effective/typical/less effective schools based on multiple indicators, the intensive assessment of schools of interest, and the development of change process models for the identified schools. Speculation about integrated international research programs will also be offered.

The study of Reynolds and Teddlie has special bearing with the present study in the sense that both studies included indicators that are vital in the assessment on the effectiveness of the implementation of school plans coupled with the ideas in school improvement research.

A dissertation paper by McComb and Scott-Little (2003) entitled, "A Review of Research on Participant Outcomes in After-School Programs: Implications for School Counselors," summarizes research and evaluations conducted on a variety of after-school programs in order to shed light on the overall status of research on after-school programs. An extensive search was conducted on the World Wide Web. Links to sites were followed and searched thoroughly. The initial search process yielded a total of 75 articles, reports, conference presentations, and dissertations disseminated between January 1997

to April 2002. Documents that failed to provide a description of a specific program or initiative and documents that did not report on student outcome data were eliminated. A total of 27 documents were judged to meet the criteria for being included in the synthesis. The full report on the synthesis entitled, "After-School Programs: Evaluations and Outcomes," states that the programs examined in this synthesis served primarily children from limited-income families who were typically enrolled in elementary and middle school. Five of the programs served only children in elementary grades; 11 served children from elementary and middle school; and three served children in only middle school. Only one study examined a program serving high school students, while three reported results from programs serving children in elementary, middle and high school. Children enrolled in these programs can be characterized as young, from limited-income families, and at risk for some type of negative outcome. The nature of services varied greatly from program to program. Children attended the programs an average of 13.33 hours per week, with the shortest program offering one and one-half hours of service per week and the most intense program offering services 20hours per week during the school year and 30 hours per week during the summer.

Although activities offered for children ranged from recreational activities to enrichment and cultural arts activities, the most common activity was homework help or tutoring. All of the programs that provided descriptions of their services provided help with homework or tutoring except one. One after-

school program provided only tutoring services. The following were the findings: the overarching research question for this study was, "what outcomes are associated with participation in after-school programs?" Findings suggest that after-school programs are associated with positive student outcomes, particularly in the area of psychosocial and youth development. Studies looking at social and emotional outcomes tended to use the most rigorous designs, such as random assignment and control groups. These studies also provided the most consistent evidence for program outcomes. Participation in after-school programs was associated with outcomes such as positive attitudes toward school, lower incidence of aggressive and other risky behaviors, and pro-social attitudes. Two studies looking at psychosocial outcomes reported no effects. Results from studies looking at impact on academic outcomes provide mixed results. Several studies found that students participating in after-school programs exhibited positive academic outcomes, such as more regular attendance in school and better grades. Evidence from studies looking at outcomes on standardized measures of student achievement is less conclusive.

Several studies do report that participants in after-school programs score higher on measures of reading and math skills, although a few studies found effects for math but not reading and vice versa. The most striking pattern seems to be the interaction between student characteristics and scores on standardized tests. A number of studies report effects were greater for children with limited proficiency in English and for children who were in the lowest group of

achievers at the beginning of the program. A second and more consistent finding related to student characteristics is that students who attend after-school programs more regularly and for longer periods of time seem to benefit the most. In all case where data was examined by the "dosage" a student received of the program, results favored students who had participated in more of the program.

Furthermore, the studies provided sparse information about actual program features, so inferences could not be drawn about which program features might be related to specific outcomes. Thus, the findings of the review, while shedding some light on the outcomes associated with participation in after-school programs, do not yield conclusive causal evidence. Based on the findings, the following conclusions were made regarding how school counselors can play a vital role in contributing to the effectiveness of after-school programs in improving student achievements. 1) Research on achievement motivation has long supported the important role that social and emotional factors play as enabling variables in academic achievement. Since this is the area in which positive outcomes from participation in after-school programs have been most clearly documented and it is an area in which school counselors have a high level of expertise, it would be beneficial for the administrators of after school-programs to involve school counselors both in program design and as ongoing consultants; 2) the "dosage" effects suggest that after school programs should be an integral part of the school's academic and student development program so that students can readily and frequently participate in them. After school

programs provide an ideal setting for the integration of regular school counseling services (group guidance, personal counseling, study skills training) without adding to the already overloaded school counselor's responsibilities. In summary, if a formal collaboration can be established between after school program, school counselors can provide services that can significantly increase the probability that after school programs will result in improved student achievement.

Kennedy et al. (2004) funded research on "Analyzing Statewide School Effectiveness Datasets Accurately and Fairly - A Review of SEAP - I" reviews and critiques the rationale behind and methods employed by SEAP staff to produce school effectiveness indices (SEIs) for nearly 1,500 Louisiana public schools. More than just a research exercise, the SEIs are used to target schools for intensive site-based assessment and, ultimately, improvement. Each school's performance is judged using two achievement measures: (1) a standards-based Baseline Performance Indicator (BPI) and a Relative Performance Indicator (RPI), which takes into consideration six students and school intake characteristics. Each BPI is a school-level composite score reflecting student performance on all state-administered criterion-reference tests (CRTs) for that site. The RPI, which also is a school-level composite score, reflects students' performance on state-administered norm-referenced tests (NRTs) as well as CRTs. Other indicators (e.g. a student participation index based on attendance, dropout, and/or other data) may be added at a later date. The SEIs calculated during the SEAP pilot are

based on three years of achievement data (Spring, 1975 - 1997) from the LDE's Louisiana Educational Assessment Program (LEAP). These composite scores were produced by summing and averaging transformed subject area scores for the respective grade-level tests. The RPIs were calculated using two competing statistical models: school-based regression and multilevel modeling (HLM). The two statistical models will be discussed in terms of their comparative ability to identify the effectiveness status of schools. The SEAP pilot utilizes LEAP CRT data collected at grades 3, 5, 7, 10 and 11 and NRT (California Achievement Test/Form 5) data for grades 4, 5, 6 and 8. When SEAP goes into full implementation, it will be based on Louisiana's new statewide performance-based assessments, which will be phased in beginning in SY 1997 - 1998. Opinions differ widely as to the appropriate method for weighing and monitoring school performance: i. e., actual versus relative or value-added scores, regression versus HLM, etc. The authors contend that the SEAP approach yields an accurate and fair assessment of school performance: one that weighs school performance against state standards yet recognizes the different challenges that school staff face in advancing student learning.

Another study by researchers at the University of Michigan (2001), "The Study of Instructional Improvement (SII)" was a large scale quasi-experiment that sought to understand the impact of three widely-disseminated comprehensive school reform (CSR) programs on instruction and student achievement in high-poverty elementary schools. Over a four-year period,

researchers, at the University of Michigan followed schools working with one of three CSR programs - Accelerated Schools Project, America's Choice, and Success for All. The study also followed a set of closely matched comparison schools. The purpose of the study was to track implementation of the CSR programs in elementary schools and to investigate the impact of participation in these programs on teachers, students, and schools.

Reforms in the federal Title I program, passage by Congress of the Comprehensive School Reform Demonstration Act and the Part F of the No Child Left Behind (NCLB) Act, have focused attention on what many analysts now call "whole-school" or "comprehensive school" reform. This emerging conception of school improvement stands in sharp contrast to previous initiatives especially efforts that sought to improve instruction and student achievement in high-poverty schools through isolated activities such as the adoption of new curriculum materials, the provision of brief training to teachers, or the provision of compensatory instruction to low achieving students within schools. A great deal of evidence suggests that these isolated efforts did little to markedly improve instruction and student achievement in schools, especially high poverty schools. As a result, efforts at comprehensive school reform sought to address the problem of instructional improvement more broadly. Instead, efforts at comprehensive school reform sought to improve the instructional capacity of entire schools, and to do so in ways that involved systematically

changing many different (and interconnected) elements of instruction and instructional capacity in schools and classrooms.

One interesting outcome of this movement was the emergence of a large number of comprehensive school reform (CSR) interventions. Around the year 2000, more than 200 such interventions were operating in the United States, and interventions were adopted in more than 10,000 schools around the country. The emergence and widespread adoption of these interventions offered the education community an unprecedented opportunity to examine new conceptions of instructional improvement and to investigate empirically how these new conceptions were being put into practice. Unique opportunities for research were available because these school improvement interventions were based on a variety of designs for instructional improvement and because these designs were being put into practice in a wide range of school communities. Thus, perhaps more than ever, the education community was finally in a position to take a serious and sustained look at whole-school approaches to instructional improvement to examine schools pursuing different patterns of external assistance, and to see how processes of instructional change unfolded in a variety of school, community, and policy environments.

Although comprehensive designs for instructional improvement appeared promising, high quality research on the problem of instructional improvement remains scarce. At the outset of the SII project, little was known about the alternative designs for whole-school initiatives, instructional improvement or

about the various strategies that external agencies could use to promote substantial and sustainable instructional change. Also, few longitudinal studies tracing the implementation of alternative designs for instructional improvement in local schools existed and little research existed examining how implementation of these designs varied across different state and local policy environments. More importantly, few studies looked inside classrooms to probe the effects of interventions on the dynamics of teaching and learning in particular subject areas, or to understand what teachers need to learn in order to make changes in their practice. Finally, there was a lack of solid empirical research on the effects that whole-school approaches to instructional improvement could have on student achievement, especially for students attending diverse schools, coming from different family backgrounds, and living in different kinds of communities.

To meet the growing need for high-quality research on whole-school approaches to instructional improvement, researchers at the University of Michigan School of Education, in cooperation with the Consortium for Policy Research in Education (CPRE), conducted a large-scale, mixed method, longitudinal Study of Instructional Improvement to investigate the design, implementation, and effects on student achievement of three of the most widely-adopted whole-school school reform programs in the United States: the Accelerated Schools; America's Choice; and Success for All. Each of these school reform programs sought to make "comprehensive" changes in the instructional

capacity of schools, and each was being implemented in schools in diverse social environments. Each program, however, also pursued a different design for instructional improvement, and each developed particular strategies for assisting schools in the change process. In order to better understand the process of whole-school reform, SII developed a program of research to examine how these interventions operated and to investigate their impact on schools' instructional practice and student achievement in reading and mathematics. The research program had three components:

A longitudinal survey of 115 schools (roughly 30 schools in each of the three interventions under study, plus 26 matched control schools); case studies of the three interventions under study; and detailed case studies of nine schools implementing the interventions under study (plus three matched control schools).

Each of these research components is leading to separate reports and findings, although SII undertook these studies as an integrated program of research that examined issues related to whole-school, instructional improvement from multiple analytic and methodological perspectives. Across all components of the SII study, the research examined alternative designs and support strategies promote substantial changes in instructional capacity and student achievement in reading and mathematics.

All of this work had two main purposes. First, we wanted to know the circumstances under which different intervention designs and strategies could be

expected to produce changes in particular elements of instructional capacity in schools; and second, we wanted to know which elements of instructional capacity, when present in schools, worked to produce higher levels of student achievement in reading or mathematics. Answers to these questions, we argue, provide powerful knowledge about how to successfully intervene in schools to promote instructional improvement.

In this online report, we focus on the longitudinal survey of schools. The primary media for reporting on the case studies of schools and case studies of intervention programs will be published manuscripts currently in preparation or press.

The most comprehensive components of SII was a large-scale, longitudinal multi-survey study of schools. The use of survey research methods was intended to track the course of schools' engagement in comprehensive approaches to instructional improvement and to investigate the conditions under which this led to substantive changes in instructional practices and student achievement in reading and mathematics. The study design called for each school to participate in the study for a period of three years, although some schools voluntarily provided a fourth year of teacher, leader, and school-level information (no additional student-level data). Data were collected during the 2000-2001 through 2003-2004 academic years. During this time period, survey researchers administered questionnaires to teachers and school leaders on an annual basis in order to chart broad, organization wide changes in instructional

capacity in these schools, including professionals' learning opportunities, the nature and focus of collegial interactions, and patterns of instructional practice. SII researchers also used a variety of other, more targeted data collection strategies to carefully chart the instructional experiences and academic learning to two cohorts of students (a cohort passing through grades K to 2, and a cohort passing through grades 3 to 5) in these schools. One important and innovative strategy for gathering information about instruction involved the use of language arts and mathematics instructional logs teachers of cohort students completed on a daily basis (for selected students) in order to map the academic experiences of students as they pass through schools. Another strategy involved the use of twice-annual assessments to record students' growth in academic achievement in both reading and mathematics.

In addition, survey researchers conducted interviews, primarily a telephone protocol with a parent or guardian of each cohort student in order to gather information on students' family background and on students' home and community environments. Researchers also gathered data from school leaders and others about the policy environments in which the schools are located.

These survey data can be used to address research questions in at least two analytic domains: one domain concerns patterns of change in schools participating in "whole-school" instructional improvement initiatives. Here, survey researchers can study: (1) the extent to which schools participating in different interventions develop different patterns of instructional capacity; (2) the

consistency with which such patterns emerge among schools pursuing the same intervention; and (3) the extent to which patterns of change in instructional capacity are explained by features of intervention designs and support strategies, state and local policy environments, or initial conditions in schools adopting particular reform models.

A second research domain concerns the extent to which schools' participation in "whole-school" improvement produces changes that make a difference to student achievement in reading and mathematics. Here, survey researchers can carefully chart what students are taught in these two core school subjects and what they learn in these subjects, when such teaching and learning occurs, and how patterns of academic achievement in these subjects are affected by particular elements of instructional capacity in schools.

Another component of the research program involved the development of detailed case studies of a small number schools participating in the study. The case studies gathered observational, interview, and documentary evidence to better understand how instructional change processes unfolded in different school settings. Case studies were conducted in 12 schools operating in differently configured state and district policy environments. In each environment, researchers selected schools participating in one of the interventions under study as well as a "matched" control school. These case studies explicitly recognized the diverse and multi-layered nature of policy environments in American education and characterized these environments in

terms of the extent to which they provided coherent instructional guidance, incentives (of different kinds) to encourage local school improvement, and resources (of different kinds) to support school improvement. At each school site, SII researchers were especially interested in studying how teachers and administrators learned about the interventions they adopted, and how they interpreted and used the guidance and resources provided by interventions and other education agencies in their policy environments as they enacted these interventions. The hypothesis was that the processes of learning and interpretation of multi-layered and diverse environments have a significant influence on the enactment of instructional improvement activities in local sites. Data from the case studies have been used to address the following questions: What are the various instructional improvement policies developed by state and local education agencies, how are these interpreted by school personnel and what bearing does this have on how local personnel learn about and enact instructional improvement efforts? How do local school personnel perceive intervention designs and how do they learn to put these designs into practice? What is the relative influence of intervention-based learning opportunities compared to learning opportunities provided by other agencies, and how do local school personnel combine these learning opportunities to change their instructional practices? Do differently configured policy environments affect these processes of professional learning? Overall, how do local school professionals make sense of their environments, and how do they use (or not

use) the various forms of instructional guidance, incentives, and resources in these environments to learn about and put into practice externally-designed, whole-school improvement interventions?

Knowledge gained through the case studies has been important to our research agenda for several reasons. Firs, case study results have been used to interpret and deepen our understanding of survey results, helping us interpret residual variance and/or deviant cases in our statistical analyses, thereby clarifying the complex interactions that explain instructional improvement operations and outcomes. Second, the case studies provided research-based information in forms that are highly conducive to professional learning, where concise and powerful "stories" provide powerful schemata for understanding the highly abstract and generalized findings of quantitative research. Most importantly, however, the case studies have been designed to contribute to the building of theories of intervention by placing attention squarely on the ways in which school personnel actively make sense of and enact instructional improvement efforts in different policy and organizational environments.

A final task in the research program was to develop detailed knowledge about how the interventions under study were designed and how they functioned as organizations to manage their main tasks of intervening in local schools. These case studies are important in their own right, helping us understand the nature of the interventions we studied. But the case studies also were designed to help us understand some general problems associated with

instructional improvement, especially designs for instructional improvement and strategies for change that seek to produce instructional improvement on a broad scale in American education, where local schools operate in a variety of social and policy environments. To build this knowledge, we examined the documents produced by the interventions under study, interviewed key personnel in central and regional offices of the interventions, and observed training and other professional development activities conducted by the interventions. The goals of this work were: to describe the curricular goals, instructional practices, and organizational structures and processes that each intervention to recruit schools and support implementation in local settings; and to describe the management strategies developed by each intervention to evaluate and improve its services to local schools, to cope with the demands of "scaling up," and to gain support for and/or neutralize disruptions to their work.

Khattri et al. (2007) study entitled, "The Effects of School-Based Management in the Philippines: An Initial Assessment Using Administrative Data," estimates the effect of school-based management on student performance in the Philippines using the administrative data set of all public schools in 23 school districts over a 3-year period, 2003 - 2005. The authors test whether schools that received early school-based management interventions (training in school-based management and direct funding for school-based reforms) attained higher average test scores than those that did not receive such inputs. The analysis uses school-level overall composite test scores (comprising all subject

areas tested) and test scores in three separate subject areas: English, Mathematics and Science. Their preferred estimator, difference-in-difference with propensity score matching, shows that the average treatment effect of participation in school-based management was higher by 1.5 percentage points for overall composite scores, 1.2 percentage points for Math scores, 1.4 percentage points for English scores, and 1.8 percentage points for Science scores. These results suggest that the introduction of school-based management had a statistically significant, albeit small, overall positive effect on average school-level test scores in 23 school districts in the Philippines. The paper provides a first glimpse of the potential for school-based management in an East Asian context based on available administrative data. The authors suggest that the next order of research is to answer policy-related questions regarding the reforms: what aspects of the reform lead to desired results; are there differential effects across subpopulations; and what are the potential downsides to the reforms? The Philippines is embarking on a nation-wide implementation of school-based management and the authors recommend that mechanisms for rigorous evaluations be advanced simultaneously. Such evaluations should not only provide more accurate estimates of the effectiveness of the reforms, but also help answer policy-related questions regarding design and implementation of those reforms in different socio-cultural contexts.

Yap and Adorio's (2003) study entitled, "School-Based Management Promoting Special Education Programs in Local Schools," is a qualitative study

of 11 schools and six school divisions selected to expand and organize Special Education-Inclusive Education Program in the Third Elementary Education Program (TEEP) of the Department of Education in the Philippines. School-Based Management (SBM) became the integrating framework of TEEP three years into the project. The study investigated how the local schools in selected pilot areas have used SBM to address the issues on (1) access to formal school, (2) quality of educational experiences, and (3) stakeholders' participation in school activities that are relevant to the interests of children with special needs. Results show that most schools gauge access by the number of identified students with special needs. Quality is linked to the availability of SPED teachers and resources. Participation is associated with parents' involvement in their special child's individualized educational plan.

Pimolbunyong's, et al. (2004) study entitled, "The Development of Teachers and Schools for Cooperative Teacher Professional Development," was aimed at the development of the whole school in order to set general standard criteria for the CTPDS. Five principles of school-based management; decentralization, participation and involvement, returning power to people, self-management and checking and balancing (Boonprasert, 2000) were reviewed in this study along with the roles of people involved.

Research procedure started with introducing the project to school personnel at teacher's meeting by the research team. After each party got familiar with each other, another meeting was held for the revision of school

action plan. In the meeting, SWOT analysis was applied and the analysis of previous information from the school survey about parents and community's need and related documents were discussed in order to investigate the school's baseline. The next step was the cooperation among the research team, the school administrators, and teachers in developing the school development planning.

Using the SWOT analysis and the brainstorming of all teachers, four development strategies were set in response to this analysis: 1) the development of teaching English for communication; 2) the integration of learning and teaching activities; 3) the development of the teachers in manipulation of learning process, and 4) the development of teaching materials and technology. For the rest of the project time, the school manipulated the developed plan with the help of experts in the area. The research team visited, supervised and followed up the school as planned. Finally, criteria of CTPDS were developed. Content analysis was used to analyze the data.

As the results, model of school-based management and criteria of CTPDS were constructed based on the best practice of research process. They were as follow: 1) the development process for criteria of CTPDS was clarified as the following four steps: 1.1) study related documents and manage an experts' interview to specify framework for criteria construction; 1.2) manipulate some workshops for criteria drafting; 1.3) synthesize and develop criteria and indicators for CTPDS; 1.4) hold public criticism of the criteria constructed; 2) criteria of cooperative teacher professional schools consisted of three important

components - criteria statements, indicator statements, and criteria for considerations. The total of eight criteria and twenty-eight indicators were as follow: 2.1) school readiness: criterion statement 1 - the CTPDS are ready for in-service internship of teacher-to be-students. Indicator 1 - the schools volunteer to participate in teacher professional development partnership; Indicator 2 - the ratio of teachers per students is proper and the number of facilities provided is appropriate; Indicator 3 - the schools' personnel are qualified according to their academic proficiency and their teacher professional efficiency; Indicator 4 - the schools are located within transportation reach community; Indicator 5 - the schools are situated in safe environment for teacher professional practice; 2.2) school's administration and management: criterion statement 2 - the schools' administration and management are consistent with the goals of the Nation's Educational Acts; Indicator 6 - there is a specific plan for academic administration, budgeting, personnel administration, and general administration that provides students the utmost benefits; Indicator 7 - the administration is decentralized and involves stakeholders' participation in decision-making; Indicator 8 - team-based work culture, knowledge construction and systematic problem-solving oriented are encouraged; criterion statement 3: the schools' administration is based on moral principles; Indicator 9 - administrators and schools' committee enable to be the role model for students, teachers, parents and community members; Indicator 10 - the schools' administration and management is legal- and moral-based, transparent, and recheck able; Indicator

11 - there is the ability to handle the education effectively and economically with the limited resources; criterion statement 4: the schools' administration and management allows the access of quality and efficiency inspection; Indicator 12 - quality assurance system is available for inspection both by the assessors and by the community; Indicator 13 - information technology system for the administration is available for the sections of academic administration, budgeting, personnel administration, and general administration; criterion statement 5: the schools' development plan is provided; Indicator 14 - there is the school's plan or strategic plan for development; Indicator 15 - actions are thoroughly practiced according to plan; 2.3) learning management: criterion statement 6: the schools focus on learner-centered based; Indicator 16 - there is the up-to-date school's curriculum which is in relevance to the need of the students, community, and society; Indicator 17 - curriculum management is systemic and continuity; Indicator 18 - learning activities are varying, flexible, and suitable according to the nature and needs of students; Indicator 19 - facilitation, follow-up system, and supervision of teaching and learning quality are emphasized and conducted regularly; Indicator 20 - there is the effective use of teaching materials and technology; Indicator 21 - both outside and inside database and learning resources are available for teaching and learning; Indicator 22 - the assessment processes are varying, appropriate, and in relevance to learning process and contents; Indicator 23 - classroom research for teaching and learning development is encouraged; 2.4) personnel care taking and professional

development; Criterion Statement 7: there is the encouragement of personnel care taking and professional development for the benefits of students; Indicator 24 - teacher professional development is encouraged systemically and continuously; Indicator 25 - the administrator and teachers satisfy with their job and loyal to it; Indicator 26 - there are teacher networks and organizations available in the community for the educational benefits; 2.5) community relations system: Criterion Statement 8: the schools provide the opportunities for stakeholders' involvement in school administration and management; Indicator 27 - parents' and community's involvement in school administration and management is encouraged; Indicator 28 - parents and community participate in school's activities continuously.

It was noted that the success of this research project was also due to the administrator's supports and sincerity. The administrator took roles in providing opportunities for the teachers to share and propose ideas, facilitated the teachers in working, and followed up supportively and regularly.

Jogthong's, et al (2006) study entitled, "The Development of Teachers' Potential in Teaching English for Level 1 and Level 2 Students in Partnership Schools for Teacher Professional Development by Implementing Participatory Action Research Process," focused on the development of the teachers' potential in teaching and learning English as a foreign language. It was primarily an attempt to look for patterns of teacher professional development and, more specifically, to find out the influential factors which affect the potential of

teaching and learning English in the school. This was also to set a development model for other schools and for this cooperative teacher professional development school itself to be the host of in-service training. Study reviews had indicated that participatory action research worked well in many educational contexts. This study, thus, utilized participatory action research principles in working with the school personnel. Similar to most of the elementary schools in Thailand, there was not any English teacher at Ban Lak Roi School who received a certificate or a degree in English teaching or in related fields. However, English had practically been taught in every class at this school, as well as at all other schools, and the demand of English teaching for young learners was getting high. Based on the the group discussions and the school's documentation, school curriculum which integrated English into other learning contents was proposed by the group of teachers in this school. The main activities employed for this research and development were planning for English integrated learning and teaching, fostering, learner centered-based classroom practice, and conducting classroom action research. According to English integrated learning and teaching management, all teachers in the school were trained to enhance their language skills competency and to integrate English into their everyday lessons. Workshops and seminars in English teaching and learning including classroom research were held regularly mostly after school and a few times outside the school when appropriate. The duration of this research was one academic year, starting from April 2005 to March 2006.

The results of this research and developments were the following: 1) patterns of development: findings revealed patterns of the development in three parts, namely: 1.1) pattern of research cooperation development: as for the administrator, cooperation was based on the role taken in participation of this research, funding and academic promotion; for the teachers, cooperation could be enhanced by encouraging understanding, supervision, participation in all activities, and promotion opportunities; 1.2) pattern of procedure for development: the process began with problems and needs analysis, then looking for the possible solutions, taking actions, evaluation and conclusion, and dissemination if satisfied, otherwise, restarting by analyzing problems and needs; 1.3) pattern of supervision: the supervision styles varied due to situations; they were formal, semi-formal, and informal - with whole group, small groups, group representative, and one-by-one supervision; notably, supportive and friendly styles worked best with all said types of supervision; 2) external and internal factors for development; external and internal factors were found to affect the development in the following manner: 2.1) external factors - the external factors include the following: 2.1.1) learning resources for teachers and students; 2.1.2) community and parents supports; 2.1.3) supervisor and consultant networks; 2.1.4) promotion opportunities; and 2.1.5) funding; 2.2) internal factors - as for the internal influential factors, they were: 2.2.1) administration factors, which comprised of facilitation, cooperation, participation, encouragement, and supervision; 2.2.2) working culture factors,

which were identified as age, years of teaching, knowledge and working experience, and working environment; 2.2.3) teachers' workload which were classified as the job of teaching, doing school's supplementary tasks, and monitoring school activities; 3) positive changes in the development: the results of the development at Ban Lak Roi School also revealed changes within students, teachers and the administrator: 3.1) students' attitude towards English learning - the students became more open-minded, enthusiastic, and interested in studying English; they were able to use more English words naturally, developed the habit of self-study, and showed good relationship towards their teachers; 3.2) school personnel's attitude towards teaching and learning - teachers and the administrator accepted that they had learned along with their students and were more confident and open-minded in learning new things; they believed in the students' ability to learn. Their English skills had improved. They also had the opportunity to develop the skills of teaching English across the disciplines and were able to conduct their own research. Cooperation, acceptance in each other and in changes, and learning to work systematically were achieved procedures for these personals resulted from this research. The satisfactory of research participation was at a high level and there was a tendency of professional development continuity of participants. 4) Standard criteria of English teaching and earning in schools had been proposed as follow: 4.1) schools' policy or strategic planning for the development of English teaching and learning has been stated clearly; 4.2) effective patterns of teaching and learning English

management are encouraged and; adequate, modern, and usable technologies are available; 4.3 teachers show good English skills, employ the student-centered teaching skills, and have undergone classroom or action research and; 4.4) systemic and regular supervision and supports from the community and parents are encouraged.

The aforementioned studies provided vital information to the present study. Though some studies differ in terms of the design used, types of respondents, research environment, variables/ indicators considered and the manner on how the data were collected, however, in totality, it gave the researcher rich insights in conducting the study.

Chapter 3

METHODOLOGY

This section provided the methods that were utilized in computing, analyzing and interpreting the data of the study. This includes the research design, instrumentation, validation of instruments, sampling procedure, data gathering procedure, as well as the statistical treatment of data.

Research Design

The study utilized descriptive-developmental research design to find out the extent of implementation of the school improvement plan (SIP) that will serve as basis for conceptualizing strategic plan and improvement of school-based management. The study focused on quantitative research design and analyses on the different indicators considered, using documentary analysis as major tool in gathering data.

The administrators of the elementary schools implementing the SIP, teachers, pupils, and their parents and the organization's stakeholders represented by the student organization, school governing councils, parents association and local government units in Samar and Catbalogan City Divisions implementing the SIP were involved in this study using their assessment results during the initial evaluation of SIP implementation by the Division SBM Task Force of the Division of Samar conducted last summer of School year 201-2012.

A test of relationship was done to determine whether there is a significant relationship between the extent of implementation of the SIP and the degree of involvement of education stakeholders in the SIP implementation in terms of goals and objectives, performance targets, school improvement process, resource management, school performance accountability, implementation strategies, and timelines.

Chi-square test, Pearson—product-moment coefficient of correlation, Fisher's t-test, were some of the statistical tools that were used.

Instrumentation

The instruments that were utilized included the documents on file at the Department of Education Planning Unit of the Division of Samar consisting of the following: 1) initial assessment results in SIP implementation and SBM practices for CY 2010-2011; 2) profile of schools capturing all performance indicators of all elementary and secondary schools to include the schools of Catbalogan City, now considered an Interim City Division. The attitude checklist contained in the SBM Assessment Tool was also utilized to respond to the specific question on Item 1.6 of question no.1 and item 5.1 of question no.5.

Attitude Checklist. This is contained in the SBM assessment Tool which was utilized in this study to provide inputs/answer to item no. 1.6 of question no.1, the results found on files after the conduct of the initial assessment of SIP implementation are the basic information gathered and use in this study, as a

result of the permission granted by the members of the dissertation panel when the researcher sought such action from the said panel (Appendix C).

SBM Assessment Tool. This is the primary instrument capturing all the indicators contained in SIP preparation that was utilized by the Division SBM Task Force in evaluating the SIP implementation of all schools. The results of the said evaluation process on file, were the major data that were considered in this study answering question no.1-4 and No.6.

School Profile. This is a basic document in the Planning unit of the Division Office of DepEd, Samar Division representing all schools, to include schools in the newly organized City Division of Catbalogan City. This instrument/document is the source of all information translated to the Basic Education Information System (BEIS) accomplished yearly by all school heads agency wide. The answers to specific question no. 1 is taken here.

Sampling Procedure

The respondents of this study are the members of the School Governing Council/ School Planning team composed of elementary school principals, teachers, association presidents, supreme pupil government organization presidents, Presidents of PTA and local government officials in the 34 central elementary schools and 34 big non-central elementary schools representing each of the 34 schools districts found in the Division of Samar and Catbalogan City.

Specifically, there were 29 central elementary schools and 29 non-central elementary schools covered in this study representing the Division of Samar and five central elementary schools and five non-central elementary schools belonging to the Division of Catbalogan City that were involved in this study.

Total enumeration was the techniques used in identifying the respondent personnel from the respondent schools since they were the ones who were involved in the initial assessment conducted by the members of the Division SBM task Force on how schools implemented their SIP to include schools promising practices that captured the individual involvement of the members of the SGC and /or SPT as well as their attitude towards SIP and its implementation.

Data Gathering Procedure

Data collection was done by the researcher at the Planning unit of the Division Office of Samar Division with the assistance of the Division Planning Officer and the Division Designated Statistician. Before the collection, a request to do so was submitted to the Office of the Schools Division Superintendent of Samar Division. The data representing the elementary schools of Catbalogan City were also obtained from the records of the Division Office of Samar Division the fact that they are still with the said office as the moment, pending request of the OIC Superintendent of the Interim City Division of Catbalogan City

The study was also supplemented with an interview during the February 2013 Division Mancom of Samar Division where all subject principals were in attendance. Interviews with the participants was initiated by the researcher to crosscheck or confirm the data found at the records file in the Division Office of Samar Division. Unstructured questions were used focusing mostly to performance indicators like participation rate, cohort survival rate, dropout rate, graduation rate and national achievement test result.

Statistical Treatment of Data

Quantitative as well as qualitative determination of data/information was the basic approach used in treating their value and/or significance in this study.

More specifically, an outline for a detailed procedure of data gathering and analysis aided the simultaneous nature of the work: 1) coding - organizing and theming data; 2) policing - detecting bias and preventing tangents; 3) dictating field notes - as opposed to verbatim recordings; 4) connoisseurship - researcher knowledge of issues and context of the site; 5) progressive focusing and funneling - winnowing data and investigative technique as study progresses; 6) memoing - formal noting and sharing of emerging issues; and 7) outlining - standardized writing formats.

While these procedures were used in a large, multi-site study, research for this dissertation has utilized a similar format, making few changes to

accomplish a similar task for a smaller study with a single researcher. The data were organized as they were collected such procedures mark a fine line between data collection and analysis, thus easing the task of simultaneous collection and analysis. After reviewing all the data sources, the materials were coded by a statistician and preliminary meaning generated from the interviews, and observations as well feedbacks provided by the SBM Task Force. The data analysis proceeded from noting patterns and themes to arriving at comparisons and contrasts to determine conceptual explanations of the study.

Pearson-product-moment coefficient of correlation. To test the relationship between the respondents profile and the extent of involvement.

Fisher's t-test. To test the significance of the value of r or the degree of relationships between the extent of implementation of the SIP and respondents profile and the extent of involvement.

Chapter 4

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents a detailed presentation, analysis and interpretation of data in accordance with the questions posed in this study. It includes the profile of the School Planning Team member-respondents namely: school heads, teachers, local government officials, parents and pupils; the profile of the respondent-schools before and after the implementation of the SIP; the extent of implementation of the SIP; the degree of involvement of the SPT member-respondents; the relationships between the extent of implementation of the SIP and the respondents' profile and extent of involvement and problems encountered in the implementation of SIP.

Profile of the School Planning Team

Tables 1-5 show a description of the profile of the School Planning Team member-respondents namely: school heads, pupils, teachers, parents and local government officials about their age, sex, educational attainment, occupation/position, relevant trainings attended, and attitude towards SIP.

Age and sex. Table 1 reflects the age and sex distribution of School Planning Team school head member-respondents. As gleaned from the table, it can be noted that 13 or 19.12 percent fell between the age bracket of 41-43 years, followed by 12 or 17.65 percent which fell between the age range of 47-49

years followed by 11 or 16.18 percent who fell between 44-46 years. The oldest SPT School Heads fell between the age range of 62-64 years where five or 7.35 percent School Heads fell on the said bracket and the youngest fell between the age range of 35-37 years with four or 5.88 percent. The average age of the group was pegged at 48.49 years old with a standard deviation of 7.65 years. It appeared that the SPT School Heads were in their late 40's where the energy starts to decline.

Table 1

Age and Sex of the SPT School Head Member-Respondents

Age	Sex		Total	Percent
	Male	Female		
62 - 64	2	3	5	7.35
59 - 61	0	5	5	7.35
56 - 58	1	4	5	7.35
53 - 55	0	4	4	5.88
50 - 52	2	3	5	7.35
47 - 49	3	9	12	17.65
44 - 46	6	5	11	16.18
41 - 43	5	8	13	19.12
38 - 40	0	4	4	5.88
35 - 37	1	3	4	5.88
Total	**20**	**48**	**68**	**100.00**
Mean	**47.30 years**	**48.98 years**	**48.49 years**	**-**
SD	**7.08 years**	**7.90 years**	**7.65 years**	**-**

The sex distribution which is also contained in Table 1 reveals that the female SPT School Heads dominate the group as evidenced by 48 or 70.59 percent as compared to the male SPT School Heads which consisted of 20 or 29.41 percent. The fact that females occupy a great number in administrative positions, male School Heads should also aspire the same positions.

Table 2 presents the age and sex distribution of SPT Teacher member-respondents. As can be noted from the table, 10 or 14.71 percent fell between the age bracket of 43-45 years and 46-48 years. Nine or 13.24 percent fell between the age range of 49-51 years, eight or 11. 76 percent fell between the age bracket of 55-57 years old, seven or 10.29 percent fell between the age range of 37-39 years, and six or 8.82 percent fell between the age bracket of 40-42 years old. The youngest among the SPT teacher member-respondents fell between the age bracket of 31-33 years where four or 5.88 percent consisted the group while the oldest SPT teacher member-respondents fell between the age bracket of 60 and above years where one or 1.47 comprised the group with an average age of 45.85 years and standard deviation of 7.72 years. Majority of the SPT teacher member-respondents are in their mid 40's that made them more productive in the teaching endeavor. On the other hand, the same table shows the sex distribution of the SPT teacher member-respondents. As can be seen from the table, 63 or 92.65 percent were females while five or 7.35 percent were males with a mean of 45.85 and a standard deviation of 7.72 years. This means that majority of the SPT teacher member-respondents were females.

Table 2

Age and Sex of the SPT Teacher Member-Respondents

Age	Sex		Total	Percent
	Male	Female		
60 above	0	1	1	1.47
58 - 60	0	2	2	2.94
55 - 57	0	8	8	11.76
52 - 54	0	5	5	7.35
49 - 51	1	8	9	13.24
46 - 48	0	10	10	14.71
43 - 45	1	9	10	14.71
40 - 42	1	5	6	8.82
37 - 39	1	6	7	10.29
34 - 36	0	5	5	7.35
31 - 33	0	4	4	5.88
Not Specified	1		1	1.47
Total	**5**	**63**	**68**	**100.00**
Mean	**43.00 years**	**46.03 years**	**45.85 years**	**-**
SD	**4.55 years**	**7.87 years**	**7.72 years**	**-**

Table 3 shows the age and sex distribution of the SPT LGU Member-respondents. As reflected in the table, 13 or 19.12 percent of the SPT LGU member-respondents fell the age bracket of 48-49 years, 12 or 17.65 percent fell the age range of 46-47 years, followed by nine or 13.24 percent with an age range of 38-39 years and 50-51 years, seven or 10.29 percent fell the age bracket of 42-43 years, six or 8.82 percent fell the age range of 54-55 years and four or 5.88

percent fell the age bracket of 54-55 years, 40-41 years and 44-45 years. It is observed from said table that the oldest SPT LGU member-respondents fell the age bracket of 54-55 years and the youngest fell the age bracket of 38-39 years with an average age of 48.13 years with a standard deviation of 3.86 years. This means that majority of the SPT LGU member-respondents are in their mid 40's. Moreover, the SPT LGU member-representatives were dominated by males which consisted of 44 or 64.71 percent and 24 or 35.29 percent comprised the female groups. This means that male LGU member-respondents are more involved in the activities of the school.

Table 3

Age and Sex of the SPT LGU Member-Respondents

Age	Sex		Total	Percent
	Male	Female		
54 - 55	3	1	4	5.88
52 - 53	2	4	6	8.82
50 - 51	6	3	9	13.24
48 - 49	7	6	13	19.12
46 - 47	7	5	12	17.65
44 - 45	3	1	4	5.88
42 - 43	4	3	7	10.29
40 - 41	3	1	4	5.88
38 - 39	9	0	9	13.24
Total	**44**	**24**	**68**	**100.00**
Mean	**45. 83 years**	**48.13 years**	**46.65 years**	**-**
SD	**4.91 years**	**3.86 years**	**4.67 years**	**-**

Table 4 reflects the age and sex distribution of SPT Parent member-respondents. As can be gleaned from the table, 13 or 19.12 percent of the parent member-respondents fell the age bracket of 49-50 years, 12 or 17.65 percent fell the age bracket of 47-48 years, followed by nine or 13.24 percent that fell the age range of 39-40 years, seven or 10.29 percent fell the age range of 41-42 years, six or 8.82 percent fell the age range of 43-44 years and 51-52 years, followed by

Table 4

Age and Sex of the SPT Parent Member-Respondents

Age	Sex		Total	Percent
	Male	Female		
55 - 56	1	0	1	1.47
53 - 54	2	2	4	5.88
51 - 52	3	3	6	8.82
49 - 50	1	12	13	19.12
47 - 48	3	9	12	17.65
45 - 46	1	4	5	7.35
43 - 44	3	3	6	8.82
41 - 42	4	3	7	10.29
39 - 40	3	6	9	13.24
37 - 38	3	2	5	7.35
Total	**24**	**44**	**68**	**100.00**
Mean	**45. 33 years**	**46.18 years**	**45.88 years**	**-**
SD	**5.78 years**	**4.49 years**	**4.96 years**	**-**

five or 7.35 percent fell the age range of 37-38 years and 45-46 years. The lowest frequency fell the age bracket of 55-56 years with about 1 or 1.47 percent with an average of 46.18 years and standard deviation of 4.49 years. Majority of the SPT parent member-respondents are their mid 40's which is the same with the SPT school heads and teacher member-respondents. Moreover, as shown on the same table, the parent member-respondents are dominated by females which consisted of 44 or 64.71 percent compared to males which is comprised of 24 or 35.29 percent. This shows that females are supportive of their children's education due to their attendance / involvement of any school programs/projects.

Table 5 shows the age and sex distribution of the SPT pupil member-respondents. As shown on the table, 16 or 23.53 percent of the pupil member-respondents are 10 years old, 34 or 50.00 percent are 11 years old and 18 or 26.47 percent are 12 years old with an average age of 11.03 years and standard deviation of 0.71 year. This means that majority of the pupil member-respondents are 11 years old and are usually Grade V pupils. Moreover, the SPT pupil member-respondents are dominated by females with about 52 or 76.47 percent and the remaining 16 or 23.53 percent are males. This means that majority of the school-aged pupils are females.

Table 5

Age and Sex of the SPT Pupil Member-Respondents

Age	Sex		Total	Percent
	Male	Female		
12	2	16	18	26.47
11	8	26	34	50.00
10	6	10	16	23.53
Total	**16**	**52**	**68**	**100.00**
Mean	**10.75 years**	**11.12 years**	**11.03 years**	**-**
SD	**0.68 years**	**0.70 years**	**0.71 year**	**-**

Educational attainment. Table 6 shows the educational attainment of the SPT member-respondents namely: School Heads, Teachers, LGU, parents and pupils. It can be noted from the table that 43 or 63.24 percent of the SPT School Heads member-respondents are masteral degree holders, 10 or 14.71 percent have PhD units and with masteral units, two or 4.41 percent are doctorate degree holder and two or 2.94 percent are PhD CAR holders. This means that majority of the SPT School Heads are master's degree holders and are effective and efficient administrators in City and Samar Divisions. On the other hand, the same table shows the data on educational attainment of SPT teacher member-respondents, 23 or 33.82 percent of the teacher member-respondents have masteral units, 17 or 25.00 percent have masteral units , 15 or 22.06 percent are

master's degree holders, 11 or 16.18 are baccalaureate degree holders and one or 1.47 percent has PhD units and doctoral degree holder.

Table 6

Educational Attainment of the SPT Member-Respondents

Educational Attainment	Respondents' Category									
	School Heads		Teacher		LGU		Parents		Pupils	
	f	%	F	%	f	%	f	%	f	%
Ph. D. Grad	3	4.41	1	1.47	0	0.00	1	1.47	0	0.00
Ph. D. CAR	2	2.94								
w/Ph. D. Units	10	14.71	1	1.47	0	0.00	0	0.00	0	0.00
MA/MS Grad	43	63.24	15	22.06	0	0.00	0	0.00	0	0.00
MA/MS CAR	0	0.00	17	25.00	0	0.00	0	0.00	0	0.00
w/MA/MS Units	10	14.71	23	33.82	0	0.00	0	0.00	0	0.00
College Grad	0	0.00	11	16.18	60	88.24	54	79.41	0	0.00
High School Grad	0	0.00	0	0.00	8	11.76	13	19.12	0	0.00
Elem Level	0	0.00	0	0.00	0	0.00	0	0.00	68	100.00
Total	**68**	**100**	**68**	**100.00**	**68**	**100.00**	**68**	**100.00**	**68**	**100.00**

Occupation/ position. Table 7 reflects the occupation/position of the SPT School Head member-respondents. As can be gleaned from the table, 46 or 67.67 percent of the school head member-respondents are occupying the Principal I position, 14 or 20.59 percent are presently occupying a Principal 2 position, four or 5.88 percent are Head Teacher 3, three or 4.41 percent are

occupying the position of Principal 3 and only one or 1.47 percent is occupying a Head Teacher 3 position. This means that majority of the School Head Member-respondents are occupying a Principal I position and experienced School Heads.

Table 7

Occupation/Position of the SPT School Head Member-Respondents

Occupation/Position	f	Percent
Principal 3	3	4.41
Principal 2	14	20.59
Principal 1	46	67.65
Head Teacher 3	4	5.88
Head Teacher 1	1	1.47
Total	**68**	**100.00**

Table 8 shows the occupation/position of the SPT teacher member-respondents. As shown from the table, 30 or 44.12 percent of the teacher member-respondents are Master Teachers , 17 or 25.00 percent are occupying a Teacher 3 position, 12 or 17.65 percent are occupying the Teacher 1 position, followed by 5 or 7.35 percent who are occupying a Master Teacher 2 position and

four or 5.88 percent are occupying the Teacher 2 position. This means that majority of the SPT teacher member-respondents are experienced teachers as revealed in their current positions.

Table 8

Occupation/Position of the SPT Teacher Member-Respondents

Occupation/Position	f	Percent
Master Teacher 2	5	7.35
Master Teacher 1	30	44.12
Teacher 3	17	25.00
Teacher 2	4	5.88
Teacher 1	12	17.65
Total	**68**	**100.00**

Table 9 shows the occupation/position of SPT LGU member-respondents. As gleaned from the table, majority of the LGU member-respondents are Barangay Captains which comprised 63 or 92.65 percent of the total respondents, three or 4.41 percent were Barangay Councilors, and one or 1.47 percent was SB Member and Vice Mayor. The data show that most LGU member-respondents are barangay captains who are supportive of the various programs and projects of the school.

Table 9

Occupation/Position of the SPT LGU Member-Respondents

Occupation/Position	f	Percent
Brgy Captain	63	92.65
Brgy Councilor	3	4.41
SB Member	1	1.47
Vice Mayor	1	1.47
Total	**68**	**100.00**

Table 10 shows the occupation/position of the SPT Parent member-respondents. As observed, 67 or 98.53 percent are PTA Presidents and the remaining one or 1.47 percent is a parent who is a teacher with a position of Master Teacher I. The data show that PTA Presidents likewise support and show affirmative responses on the activities, programs and projects of the school where their children are enrolled.

Table 10

Occupation/Position of the SPT Parent Member-Respondents

Occupation/Position	f	Percent
PTA President	67	98.53
Master Teacher 1	1	1.47
Total	**68**	**100.00**

Attitude of the SPT member-respondents. The attitude of the SPT Member –respondents is shown in Table 11. As shown from the table, 64 or 94.12 percent of the School heads show a positive attitude towards the implementation of the SIP, four or 5.88 percent have shown an uncertain attitude towards the implementation of the SIP and none among the School Head member-respondents have shown a negative attitude towards its implementation. Moreover, with regards to the teacher member-respondents' towards SIP implementation, it can be observed from the same table that all teacher member-respondents where 68 or 100.00 percent and all LGU member-representatives where 68 or 100.00 percent, parent member-respondents where 68 or 100.00 percent and pupil member-respondents have displayed a "positive" attitude towards SIP implementation. The data show that all SPT Member-respondents

have positive and favorable attitude towards the implementation of SIP in their respective area.

Table 11

Attitude of the SPT Member-Respondents

Attitude	Respondents' Category									
	School Head		Teacher		LGU		Parents		Pupils	
	f	%	f	%	f	%	f	%	f	%
Positive	64	94.12	68	100.00	68	100.00	68	100.00	68	100.00
Uncertain	4	5.88	0	0.00	0	0.00	0	0.00	0	0.00
Negative	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Total	68	100.00	68	100.00	68	100.00	68	100.00	68	100.00

Profile of the Respondent-Schools Before and After the Implementation of the SIP

Tables 12 and 18 show the profile of the respondent-schools before and after the implementation of the SIP along the following performance indicators, to wit: 1) enrolment; 2) participation rate; 3) cohort survival rate 4) graduation rate; 5) dropout rate and 6) academic achievement (NAT-MPS).

Enrolment. Table 12 shows the enrolment of the respondent-schools before and after the implementation. It can be observed from the table before the implementation of the SIP, 14 or 20.59 per cent fell the enrolment range of 585-

784, 11 or 16.18 percent fell the enrolment range of 385-584, 10 or 14.71 per cent fell the enrolment range of 185-384. The lowest enrolment range fell below 185 where five or 7.35 per cent of the respondent-schools fell with an average of 544

Table 12

Enrolment of the Respondent-Schools Before and After the Implementation of the SIP

Enrolment	Before (SY 2009-2010)		After (SY 2012-2013)	
	F	Percent	f	Percent
1385 and above	8	11.76	17	25.00
1185 - 1384	9	13.24	9	13.23
985 - 1184	6	8.82	9	13.23
785 - 984	5	7.35	10	14.71
585 - 784	14	20.59	10	14.71
385 - 584	11	16.18	7	10.29
185 - 384	10	14.71	6	8.82
Below 185	5	7.35	0	0.00
Total	**68**	**100.00**	**68**	**100.00**
Mean	**544 enrollees**	**-**	**574 enrollees**	**-**
SD	**362 enrollees**	**-**	**381 enrollees**	**-**

enrollees and a standard deviation of 362 enrollees. Moreover, after the implementation of SIP, the data revealed that 17 respondent-schools fell the enrolment range of 1385 and above, 10 or 14.71 per cent fell the enrolment

bracket of 585-784 and 785-984, nine or 13.23 percent fell the enrolment range of 985-1184 and 1185-1384, with a mean of 574 enrollees and a standard deviation of 381 enrollees. Hence, the data show that there was an increase in enrolment among respondent-schools before and after the implementation of SIP.

Participation rate. The participation rate of the respondent-schools before and after the implementation of the SIP is shown in Table 13. As revealed in the table, 16 or 23.53 of the respondent-schools fell the participation range of

Table 13

Participation Rate of the Respondent-Schools Before and After the Implementation of the SIP

Participation Rate (%)	Before		After	
	f	Percent	f	Percent
99 - 100	4	5.88	17	25.00
97 -98	16	23.53	23	33.82
95 - 96	8	11.76	7	10.29
93 - 94	8	11.76	8	11.76
91 - 92	6	8.82	3	4.41
89 - 90	6	8.82	1	1.47
87 - 88	5	7.35	2	2.94
85 - 86	4	5.88	4	5.88
83 - 84	1	1.47	2	2.94
81 - 82	3	4.41	1	1.47
80 & below	7	10.29	0	0.00
Total	**68**	**100.00**	**68**	**100.00**
Mean	**91.51**	-	**95.59**	-
SD	**7.02**	-	**5.08**	-

97-98 percent, eight or 11.76 percent fell between the range of 93-94 and 95-96, six or 8.82 percent fell between the participation ranges of 89-90 and 91-90 before the SIP implementation. The lowest participation rate fell between the bracket of 80 and below where seven or 10.29 percent of the respondent-schools fell, while the highest participation rate fell between the participation rate range of 99-100 with an average participation rate of 91.51 and a standard deviation of 7.02. On the other hand, after the SIP implementation, majority of the respondent-schools fell the participation rate range of 97-98 where 23 or 33.82 percent fell on the said range. The average participation rate of the respondent-schools was 95.59 with a standard deviation of 5.08. The data show that there was an increase in participation rate of the respondent-schools before and after the implementation of SIP as evidenced by a mean difference of 4.08 percent.

Cohort survival rate. The cohort survival rate of the respondent-schools is shown in Table 14. As can be seen from the table, before the implementation of the SIP, 18 or 26.47 percent fell between the range of 84-88 percent, 11 or 16.18 percent fell between the percentage range of 89-93, 10 or 14.71 percent fell between the percentage range of 94-98 percent, followed by nine or 13.24 percent fell the percentage bracket of 74-78 percent. The lowest cohort survival rate is between the percentage bracket of 49-53 with one or 1.47 percent. Furthermore, it can be observed that none of the respondent-schools fell the cohort survival rate percentage bracket of 103 above with an average of 85.86 percent and standard

Table 14

Cohort Survival Rate of the Respondent-Schools Before and After the Implementation of the SIP

Cohort Survival Rate (%)	Before		After	
	F	Percent	f	Percent
103 above	0	0.00	2	2.94
99 - 103	6	8.82	7	10.29
94 - 98	10	14.71	13	19.12
89 - 93	11	16.18	13	19.12
84 - 88	18	26.47	14	20.59
79 - 83	7	10.29	9	13.24
74 - 78	9	13.24	7	10.29
69 - 73	0	0.00	0	0.00
64 - 68	5	7.35	0	0.00
59 - 63	1	1.47	2	2.94
54 - 58	0	0.00	0	0.00
49 - 53	1	1.47	1	1.47
Total	**68**	**100.00**	**68**	**100.00**
Mean	**85.86**	-	**89.31**	-
SD	**10.21**	-	**12.61**	-

deviation of 10.21. On the other hand, after the implementation of the SIP, 14 or 20.59 percent fell between the percentage bracket of 84-88 percent, followed byb13 or 19.12 percent fell between the range of 89-93 percent and 94-98 percent, nine or 13.24 percent fell the percentage range of 79-83 percent and 1 or 1.47 fell

the bracket of 49-53 percent with an average of 89.31 percent and standard deviation of 12.61 percent. This means that majority of the respondent-schools have fair cohort survival rating.

Graduation rate. The graduation rate of the respondent-schools before and after the implementation of the SIP is shown in Table 15. As revealed in the table, the lowest graduation rate of the respondent-schools fell between the

Table 15

Graduation Rate of the Respondent-Schools Before and After the Implementation of the SIP

Graduation Rate (%)	Before		After	
	f	Percent	f	Percent
99 - 100	27	39.71	39	57.35
97 -98	23	33.82	20	29.41
95 - 96	7	10.29	4	5.88
93 - 94	6	8.82	3	4.41
91 - 92	2	2.94	0	0.00
89 - 90	1	1.47	1	1.47
87 - 88	1	1.47	0	0.00
85 - 86	0	0.00	0	0.00
83 - 84	0	0.00	0	0.00
81 - 82	1	1.47	1	1.47
Total	**68**	**100.00**	**68**	**100.00**
Mean	**97.39**	-	**98.45**	-
SD	**3.41**	-	**2.91**	-

graduation range of 81-83 percent while the highest was between the range of 99-100 with about 27 or 39.71 percent. The average graduation rate of the respondent-schools before implementation was 97.39 with a standard deviation of 3.41. Hence, after the SIP implementation, it was revealed by the same table that The data show that there was an increase in the graduation rate as evidenced by its mean which is 97.39 and a standard deviation of 3.41. In totality, there was an increase of graduation rate among the respondent-schools as evidenced by the mean difference of 1.06 percent.

Dropout rate. The dropout rate of the respondent-schools before and after the implementation of the SIP is shown in Table 16. As revealed in the table, the highest dropout rate of the respondent-schools fell between the graduation range of 81-83 percent while the highest was between the range of 99-100 with about 27 or 39.71 percent. The average dropout rate of the respondent-schools before implementation was 0.56 with a standard deviation of 1.06. Hence, after the SIP implementation, it was revealed by the same table that there was an increase in the dropout rate as evidenced by its mean which is 0.65 and a standard deviation of 1.14. In totality, there was an increase of dropout rate among the respondent-schools as evidenced by the mean difference of 1.14 percent this is due to the fact that a lot of families encountered financial constraints and they let their children work with them to earn for a living.

Table 16

Dropout Rate of the Respondent-Schools Before and After the Implementation of the SIP

Dropout Rate (%)	Before		After	
	f	Percent	f	Percent
3.00 & above	1	1.47	1	1.47
2.70 - 2.99	2	2.94	0	0.00
2.40 - 2.69	3	4.41	2	2.94
2.10 - 2.39	1	1.47	5	7.35
1.80 - 2.09	1	1.47	1	1.47
1.50 - 1.79	2	2.94	3	4.41
1.20 - 1.49	3	4.41	2	2.94
0.90 - 1.19	2	2.94	2	2.94
0.60 - 0.89	3	4.41	4	5.88
0.30 - 0.59	6	8.82	10	14.71
0.00 - 0.29	44	64.71	38	55.88
Total	**68**	**100.00**	**68**	**100.00**
Mean	**0.56**	**-**	**0.65**	**-**
SD	**1.06**	**-**	**1.14**	**-**

Academic achievement (NAT-MPS). The NAT-MPS rate of the respondent-schools before and after the implementation of the SIP is shown in Table 17 As revealed in the table, 13 or 17.65 percent fell the MPS range of 83-84, 12 or 17.65 percent fell the MPS range of 75 below, 10 or 14.71 percent fell the range of 75-76, eight or 11.76 percent fell the 87-88 and the rest are thinly

Table 17

NAT MPS of the Respondent-Schools Before and After the Implementation of the SIP

MPS	Before		After	
	f	Percent	f	Percent
93 - 94	0	0.00	2	2.94
91 - 92	0	0.00	4	5.88
89 - 90	0	0.00	10	14.71
87 - 88	8	11.76	9	13.24
85 - 86	7	10.29	10	14.71
83 - 84	13	19.12	12	17.65
81 - 82	6	8.82	6	8.82
79 - 80	7	10.29	6	8.82
77 - 78	5	7.35	4	5.88
75 - 76	10	14.71	3	4.41
75 below	12	17.65	2	2.94
Total	**68**	**100.00**	**68**	**100.00**
Mean	**79.72**	-	**84.88**	-
SD	**6.65**	-	**5.00**	-

distributed to other ranges. The average MPS before the implementation was 79.72 with a standard deviation of 6.65. On the other hand, after the implementation of the SIP, 12 or 17.65 percent fell the MPS range of 83-85 followed by 10 or 14.71 percent which fell the MPS ranges of 85-86 and 89-90, nine or 13.24 percent fell the range of 87-88 and six or 8.82 percent fell the MPS range of 79-80 and 81-82. The average MPS was 84.88 with a standard deviation of 5.00. Noticeably, there was an increase of NAT-MPS from 79.72 percent before

the SIP implementation to 84.88 percent after the SIP implementation with a mean difference of 5.16. This connotes that pupils performance on the different learning areas had improved due to intervention activities initiated by the schools with SIP's.

Extent of Implementation of the School Improvement Plan

Tables 18-26 show the extent of implementation of the School Improvement Plan for calendar years 2011 along the following: goals and objectives, performance targets, school improvement process, resource management, school performance accountability, implementation strategies and timelines.

Goals and objectives. Table 18 reflects the extent of implementation of the SIP for CY 2011 and 2012 in relation to the goals and objectives. It can be observed from the table that 39 or 57.35 percent respondent-schools rated fell the score range of 6-10 and was interpreted as "moderately implemented", 22 or 32.35 percent of the school-respondents were rated "fairly implemented" and 7 or 10.29 percent fell the score range of 11-13 and interpreted as "fully implemented" with an average of 6.28 which means "moderately implemented" with a standard deviation of 2.75. This means that the goals and objectives in the SIP implementation are disseminated to both internal and external stakeholders.

Table 18

Extent of Implementation of the SIP for CY 2011 and 2012 in Relation to the Goals and Objectives

Score	f	Description	Percent
11 - 13	7	Fully Implemented	10.29
6 - 10	39	Moderately Implemented	57.35
1-5	22	Fairly Implemented	32.35
Total	68	-	100.00
Mean	6.28	Moderately Implemented	
SD	2.75	-	

Legend: Level 1 - (Fairly Implemented) Scores from 1 - 5
Level 2 - (Moderately Implemented) Scores from 6 - 10
Level 3 - (Fully Implemented) Scores from 11 - 13

Performance targets. Table 19 shows the extent of implementation of the SIP for CY 2011 and 2012 in relation to the performance targets. As seen from the table, eight or 11.76 percent were assessed Level 1 which means "fairly implemented", 37 or 54.41 percent of the school-respondents were assessed Level 2 which means "moderately implemented" and the remaining 23 or 33.82 percent were assessed Level 3 which means "fully implemented". Hence, the mean was posted at 21.44 which means "moderately implemented" with a standard deviation of 10.36. In totality, SIP implementation was assessed "moderately implemented".

Table 19

Extent of Implementation of the SIP for CY 2011 and 2012 in Relation to the Performance Targets

Score	f	Description	Percent
39 – 50	23	Level 3 - Fully Implemented	33.82
16 – 38	37	Level 2 - Moderately Implemented	54.41
1 – 15	8	Level 1 - Fairly Implemented	11.76
Total	**68**	-	**100.00**
Mean	**21.44**	**Level 2 - Moderately Implemented**	-
SD	**10.36**	-	-

Legend: Level 1 - (Fairly Implemented) Scores from 1 - 15
Level 2 - (Moderately Implemented) Scores from 16 - 38
Level 3 - (Fully Implemented) Scores from 39 - 50

School improvement process. The extent of implementation of the SIP for CY 2011 in relation to the School Improvement Process was shown in Table 20. As gleaned from the table, 41 or 60.29 percent were assessed level 2 which means "moderately implemented", 14 or 20.59 percent were assessed Level 3 which means "fully implemented" and the remaining 13 or 19.12 were assessed Level 1 which means "fairly implemented". The mean was pegged at 43.72 which was interpreted as "moderately implemented" with a standard deviation of 16.56

Table 20

Extent of Implementation of the SIP for CY 2011 and 2012 in Relation to the School Improvement Process

Score	f	Description	Percent
58 – 82	14	Level 3 - Fully Implemented	20.59
31 – 57	41	Level 2 - Moderately Implemented	60.29
1 – 30	13	Level 1 - Fairly Implemented	19.12
Total	**68**	**-**	**100.00**
Mean	**43.72**	**Level 2 - Moderately Implemented**	
SD	**16.56**	**-**	

Legend: Level 1 - (Fairly Implemented) Scores from 1 - 30
Level 2 - (Moderately Implemented) Scores from 31 - 57
Level 3 - (Fully Implemented) Scores from 58 - 82

Resource management. Table 21 reflects the extent of implementation of the SIP in relation to the resource management. As observed from the table, 56 or 82.35 were assessed Level 2 which means "moderately implemented", 11 or 16.18 percent were assessed Level 3 which means "fully implemented" and 1 or 1.47 percent was assessed Level 1 which means "fairly implemented". The mean was posted at 12.76 which was assessed Level 2 which means "moderately implemented". In general, majority of the respondent-schools were assessed "moderately implemented". Thus, schools should be strengthened in terms of

resource management so as to achieve the Level 3 status which means "fully implemented".

Table 21

Extent of Implementation of the SIP for CY 2011 and 2012 in Relation to the Resource Management

Score	f	Description	Percent
16 - 19	11	Level 3 - Fully Implemented	16.18
8 - 15	56	Level 2 - Moderately Implemented	82.35
1 - 7	1	Level 1 - Fairly Implemented	1.47
Total	**68**	**-**	**100.00**
Mean	**12.76**	**Level 2 - Moderately Implemented**	
SD	**2.6**	**-**	

Legend: Level 1 - (Fairly Implemented) Scores from 1 - 7
Level 2 - (Moderately Implemented) Scores from 8 - 15
Level 3 - (Fully Implemented) Scores from 16 - 19

School performance accountability. Table 22 shows the extent of implementation of the SIP for CY 2011 and 2012 in relation to the School Performance Accountability. As gleaned from the table, 33 or 48.53 percent of the school respondents were assessed "moderately implemented" in terms of performance accountability, 25 or 36.76 percent were assessed "fairly implemented" and 10 or 14.71 percent were "fully implemented" with a mean posted at 25.63 percent and a standard deviation of 8.72. Thus, all schools in

City and Samar Divisions must aspire for the full implementation of the SIP in relation to performance accountability.

Table 22

Extent of Implementation of the SIP for CY 2011 and 2012 in Relation to the School Performance Accountability

Score	f	Description	Percent
38 - 56	10	Level 3 - Fully Implemented	14.71
24 - 37	33	Level 2 - Moderately Implemented	48.53
1 - 23	25	Level 1 - Fairly Implemented	36.76
Total	**68**	**-**	**100.00**
Mean	**25.63**	**Level 2 - Moderately Implemented**	
SD	**8.72**	**-**	

Legend: Level 1 - (Fairly Implemented) Scores from 1 - 23
Level 2 - (Moderately Implemented) Scores from 24 - 37
Level 3 - (Fully Implemented) Scores from 38 - 56

Implementation strategies. Table 23 shows the extent of implementation of the SIP for CY 2011 and 2012 in relation to the Implementation Strategies. As seen from the table, 41 or 60.29 percent of the respondent-schools have "moderately implemented" the SIP, 20 or 29.41 percent have "fairly implemented" the SIP and 7 or 10.29 percent have full implementation of SIP with a mean pegged at 30.76 which means "moderately implemented" with a

standard deviation of 7.94. In general, most schools have moderately implemented the School Improvement Plans.

Table 23

Extent of Implementation of the SIP for CY 2011 and 2012 in Relation to the Implementation Strategies

Score	f	Description	Percent
43 - 60	7	Level 3 - Fully Implemented	10.29
28 - 42	41	Level 2 - Moderately Implemented	60.29
1 - 27	20	Level 1 - Fairly Implemented	29.41
Total	**68**	**-**	**100.00**
Mean	**30.76**	**Level 2 - Moderately Implemented**	
SD	**7.94**	**-**	

Legend: Level 1 - (Fairly Implemented) Scores from 1 - 27
Level 2 - (Moderately Implemented) Scores from 28 - 42
Level 3 - (Fully Implemented) Scores from 43 - 60

Timelines. The extent of implementation of the SIP for CY 2011 and 2012 in relation to the timelines is shown in Table 24. As seen from the table, 42 or 61.76 percent have "moderately implemented" the SIP timelines, 25 or 36.76 percent have "fairly implemented" and 1 or 1.47 was "fully implemented" the SIP along its timelines with a mean posted at 6.09 which was interpreted as "moderately implemented" with a standard deviation of 1.57. In general, the

extent of implementation along timelines was moderately implemented on those schools with SIPs.

Table 24

Extent of Implementation of the SIP for CY 2011 and 2012 in Relation to the Timelines

Score	f	Description	Percent
11 - 15	1	Level 3 - Fully Implemented	1.47
6 - 10	42	Level 2 - Moderately Implemented	61.76
1 - 5	25	Level 1 - Fairly Implemented	36.76
Total	**68**	**-**	**100.00**
Mean	**6.09**	**Level 2 - Moderately Implemented**	
SD	**1.57**	**-**	

Legend: Level 1 - (Fairly Implemented) Scores from 1 - 5
Level 2 - (Moderately Implemented) Scores from 6 - 10
Level 3 - (Fully Implemented) Scores from 11 – 15

Degree of Involvement of the School Planning Team Member-Respondents in the Implementation of SIP

Table 25 shows the degree of involvement of SPT member-respondents. As gleaned from the table, school heads and teachers are "highly involved" in SIP implementation as evidenced by their means which corresponded to 12.00 and 9.62 which was interpreted as "highly involved". Moreover, the parents,

LGU and pupil member-respondents obtained an average of 7.01, 7.10 and 6.56 , respectively which means "moderately involved". In summary, majority of the

Table 25

Degree of Involvement of the SPT Pupil Member-Respondents in Relation to the Extent of Implementation of the SIP

Score	f	Desciption	Percent
9 - 12	58	Highly Involved	85.29
5 - 8	10	Moderately Involved	14.71
1 - 4	0	Fairly Involved	0.00
Total	**68**	-	**100.00**
Mean	**10.24**	**Highly Involved**	
SD	**1.61**	-	

member-respondents are "moderately involved" in the implementation of the SIP. This suggests that the school represented by the school head and teachers need to conduct more activities on Information, Education and Communication (IEC) to attract the attention of education stakeholders such as the parents, local government officials and even the pupils/students. The school should collaborate always with the stakeholders in the implementation of programs and projects stipulated in the SIP. In this way, stakeholders involvement will be heightened or enhanced.

Relationship Between the Extent of Implementation of the SIP and the Respondents' Profile

This section presents the relationship between the extent of implementation of the SIP and the respondents' profile.

Goals and objectives. Table 26 shows the relationship between the extent of implementation of the SIP in relation to the goals and objectives and the respondents' profile. On school heads' profile, educational attainment and relevant in-service trainings attended on national, regional and local trainings affect the implementation of the SIP with a Fisher's t value of 2.39, 2.55, 2.13 and 2.22, respectively which are greater than the tabular value of 1.658 with .05 level of significance and 66 degrees of freedom. Therefore, the hypothesis which states that "there is no significant relationship between the extent of implementation.

Performance targets. The degree of involvement of the SPT member-respondents in relation to the extent of the implementation of the SIP is shown in Table 27. As seen from the table, the school heads and teacher member-respondents are "highly involved" in the implementation of the SIP as revealed in their means which were 12.00 and 9.62 . On the other hand, parents, LGU and pupil member-respondents are "moderately involved" in the SIP implementation as evidenced by their means which were 7.18, 6.16 and 6.79 with standard deviations of 1.59 2.00 and 1.79, respectively which means "moderately implemented". Hence, majority of the member-respondents are "moderately involved" in the implementation of the SIP.

Table 26

Degree of Involvement of the SPT Member-Respondents to the Extent of Implementation of the SIP in Relation to Goals and Objectives

Score	f	Description	Percent
School Heads			
9 - 12	68	Highly Involved	100.00
5 - 8	0	Moderately Involved	0.00
1 - 4	0	Fairly Involved	0.00
Total	68		100.00
Mean	12.00	Highly Involved	
SD	0.00	-	
Teachers			
9 - 12	51	Highly Involved	75.00
5 - 8	17	Moderately Involved	25.00
1 - 4	0	Fairly Involved	0.00
Total	68		100.00
Mean	9.68	Highly Involved	
SD	1.21	-	
Parents			
9 - 12	12	Highly Involved	17.65
5 - 8	56	Moderately Involved	82.35
1 - 4	0	Fairly Involved	0.00
Total	68		100.00
Mean	7.01	Moderately Involved	
SD	1.68	-	
LGU			
9 - 12	12	Highly Involved	17.65
5 - 8	54	Moderately Involved	79.41
1 - 4	2	Fairly Involved	2.94
Total	68		100.00
Mean	7.10	Moderately Involved	
SD	1.68	-	
Pupils			
9 - 12	10	Highly Involved	14.71
5 - 8	45	Moderately Involved	66.18
1 - 4	13	Fairly Involved	19.12
Total	68		100.00
Mean	6.56	Moderately Involved	
SD	1.96	-	

Table 27

Degree of Involvement of the SPT Member-Respondents to the Extent of Implementation of the SIP in Relation to Performance Targets

Score	f	Description	Percent
School Heads			
9 - 12	68	Highly Involved	100.00
5 - 8	0	Moderately Involved	0.00
1 - 4	0	Fairly Involved	0.00
Total	68		100.00
Mean	12.00	Highly Involved	
SD	0.00	-	
Teachers			
9 - 12	53	Highly Involved	77.94
5 - 8	15	Moderately Involved	22.06
1 - 4	0	Fairly Involved	0.00
Total	68		100.00
Mean	9.62	Highly Involved	
SD	1.45	-	
Parents			
9 - 12	10	Highly Involved	14.71
5 - 8	58	Moderately Involved	85.29
1 - 4	0	Fairly Involved	0.00
Total	68		100.00
Mean	7.18	Moderately Involved	
SD	1.59	-	
LGU			
9 - 12	7	Highly Involved	10.29
5 - 8	48	Moderately Involved	70.59
1 - 4	13	Fairly Involved	19.12
Total	68		100.00
Mean	6.16	Moderately Involved	
SD	2.00	-	
Pupils			
9 - 12	10	Highly Involved	14.71
5 - 8	55	Moderately Involved	80.88
1 - 4	3	Fairly Involved	4.41
Total	68		100.00
Mean	6.79	Moderately Involved	
SD	1.79	-	

School improvement process. The degree of involvement of the SPT member-respondents in relation to school improvement process is shown in Table 28. As seen from the table, the school heads and teacher member-respondents are "highly involved" in the implementation of the SIP as revealed in their means which were 12.00 and 9.75 . On the other hand, parents, LGU and pupil member-respondents are "moderately involved" in the SIP implementation as evidenced by their means which were 7.43, 5.56 and 6.06 with standard deviations of 1.81, 3.34 and 2.63 respectively which means "moderately implemented". Hence, majority of the member-respondents are "moderately involved" in the implementation of the SIP.

Resource management. The degree of involvement of the SPT member-respondents in relation to the extent of implementation of the SIP is shown in Table 29. As seen from the table, the school heads and teacher member-respondents are "highly involved" in the implementation of the SIP as revealed in their means which were n 12.00 and 9.63 . On the other hand, parents, LGU and pupil member-respondents are "moderately involved" in the SIP implementation as evidenced by their means which were 7.09, 5.69 and 5.96 with standard deviations of 1.31, 1.28, and 0.89, respectively which means "moderately implemented". Hence, majority of the member-respondents are "moderately involved" in the implementation of the SIP.

Table 28

Degree of Involvement of the SPT Member-Respondents to the Extent of Implementation of the SIP in Relation to School Improvement Process

Score	f	Description	Percent
School Heads			
9 - 12	68	Highly Involved	100.00
5 - 8	0	Moderately Involved	0.00
1 - 4	0	Fairly Involved	0.00
Total	68		100.00
Mean	12.00	Highly Involved	
SD	0.00	-	
Teachers			
9 - 12	56	Highly Involved	82.35
5 - 8	12	Moderately Involved	17.65
1 - 4	0	Fairly Involved	0.00
Total	68		100.00
Mean	9.75	Highly Involved	
SD	1.52	-	
Parents			
9 - 12	16	Highly Involved	23.53
5 - 8	51	Moderately Involved	75.00
1 - 4	1	Fairly Involved	1.47
Total	68		100.00
Mean	7.43	Moderately Involved	
SD	1.81	-	
LGU			
9 - 12	15	Highly Involved	22.06
5 - 8	21	Moderately Involved	30.88
1 - 4	32	Fairly Involved	47.06
Total	68		100.00
Mean	5.56	Moderately Involved	
SD	3.34	-	
Pupils			
9 - 12	14	Highly Involved	20.59
5 - 8	29	Moderately Involved	42.65
1 - 4	25	Fairly Involved	36.76
Total	68		100.00
Mean	6.06	Moderately Involved	
SD	2.63	-	

Table 29

Relationship Between the Extent of Implementation of the SIP in Relation to the School Improvement Process and the Respondents' Profile

Profile	r_{xy}	Fisher's t	t_{tab}; a=0.05; df=66	Evaluation
School Heads'				
Age	-0.07	0.60	1.658	NS/Accept Ho
Sex	-0.10	0.81	1.658	NS/Accept Ho
Educational Attainment	0.34	2.95	1.658	S/Reject Ho
Occupation/Position	-0.20	1.67	1.658	S/Reject Ho
Relevant In-Service Training				
National	0.32	2.76	1.658	S/Reject Ho
Regional	0.34	2.93	1.658	S/Reject Ho
Local	0.24	2.05	1.658	S/Reject Ho
Attitude Towards SIP	0.18	1.48	1.658	NS/Accept Ho
Teachers'				
Age	0.44	3.99	1.658	S/Reject Ho
Sex	-0.07	0.54	1.658	NS/Accept Ho
Educational Attainment	0.30	2.56	1.658	S/Reject Ho
Occupation	-0.37	3.20	1.658	S/Reject Ho
LGUs'				
Age	-0.02	0.12	1.658	NS/Accept Ho
Sex	0.04	0.33	1.658	NS/Accept Ho
Educational Attainment	0.36	3.17	1.658	S/Reject Ho
Occupation/Position	0.42	3.75	1.658	S/Reject Ho
Parents'				
Age	0.02	0.17	1.658	NS/Accept Ho
Sex	-0.18	1.50	1.658	NS/Accept Ho
Educational Attainment	0.30	2.54	1.658	S/Reject Ho
Occupation/Position	0.20	1.62	1.658	NS/Accept Ho
Pupils'				
Age	0.10	0.80	1.658	NS/Accept Ho
Sex	0.09	0.73	1.658	NS/Accept Ho
Respondents School				
Enrolment				
Before		0.00	1.658	
After		0.00	1.658	
Cohort Survival Rate				
Before	-0.28	2.35	1.658	S/Reject Ho
After	-0.27	2.30	1.658	S/Reject Ho

Legend: S - Significant
NS - Not Significant

School performance accountability. The degree of involvement of the SPT member-respondents in relation to the extent of implementation of the SIP is shown in Table 30. As seen from the table, the school heads and teacher member-respondents are "highly involved" in the implementation of the SIP as revealed in their means which were n 12.00 and 9.32 . On the other hand, parents, LGU and pupil member-respondents are "moderately involved" in the SIP implementation as evidenced by their means which were 6.44, 5.44, 5.19 with standard deviations of 1.55, 2.38 and 1.93, respectively which means "moderately implemented". Hence, majority of the member-respondents are "moderately involved" in the implementation of the SIP.

Implementation strategies. The degree of involvement of the SPT member-respondents in relation to the extent of implementation of the SIP is shown in Table 31. As seen from the table, the school heads and teacher member-respondents are "highly involved" in the implementation of the SIP as revealed in their means which were n 12.00 and 10.03 . On the other hand, parents, LGU and pupil member-respondents are "moderately involved" in the SIP implementation as evidenced by their means which were 7.94, 6.65 and 7.26 with standard deviations of 1.27, 1.70 and 7.26, respectively which means "moderately implemented". Hence, majority of the member-respondents are "moderately involved" in the implementation of the SIP.

Table 30

Degree of Involvement of the SPT Member-Respondents to the Extent of Implementation of the SIP in Relation to Performance Accountability

Score	f	Description	Percent
School Heads			
9 - 12	68	Highly Involved	100.00
5 - 8	0	Moderately Involved	0.00
1 - 4	0	Fairly Involved	0.00
Total	68		100.00
Mean	12.00	Highly Involved	
SD	0.00	-	
Teachers			
9 - 12	52	Highly Involved	76.47
5 - 8	16	Moderately Involved	23.53
1 - 4	0	Fairly Involved	0.00
Total	68		100.00
Mean	9.32	Highly Involved	
SD	1.59	-	
Parents			
9 - 12	7	Highly Involved	10.29
5 - 8	59	Moderately Involved	86.76
1 - 4	2	Fairly Involved	2.94
Total	68		100.00
Mean	6.44	Moderately Involved	
SD	1.55	-	
LGU			
9 - 12	8	Highly Involved	11.76
5 - 8	34	Moderately Involved	50.00
1 - 4	26	Fairly Involved	38.24
Total	68		100.00
Mean	5.44	Moderately Involved	
SD	2.38	-	
Pupils			
9 - 12	8	Highly Involved	11.76
5 - 8	36	Moderately Involved	52.94
1 - 4	24	Fairly Involved	35.29
Total	68		100.00
Mean	5.19	Moderately Involved	
SD	1.93	-	

Table 31

Degree of Involvement of the SPT Member-Respondents to the Extent of Implementation of the SIP in Relation to Implementation Strategies

Score	f	Description	Percent
School Heads			
9 - 12	68	Highly Involved	100.00
5 - 8	0	Moderately Involved	0.00
1 - 4	0	Fairly Involved	0.00
Total	68		100.00
Mean	12.00	Highly Involved	
SD	0.00	-	
Teachers			
9 - 12	60	Highly Involved	88.24
5 - 8	8	Moderately Involved	11.76
1 - 4	0	Fairly Involved	0.00
Total	68		100.00
Mean	10.03	Highly Involved	
SD	1.18	-	
Parents			
9 - 12	14	Highly Involved	20.59
5 - 8	52	Moderately Involved	76.47
1 - 4	2	Fairly Involved	2.94
Total	68		100.00
Mean	7.94	Moderately Involved	
SD	1.27	-	
LGU			
9 - 12	14	Highly Involved	20.59
5 - 8	51	Moderately Involved	75.00
1 - 4	3	Fairly Involved	4.41
Total	68		100.00
Mean	6.65	Moderately Involved	
SD	1.70	-	
Pupils			
9 - 12	13	Highly Involved	19.12
5 - 8	55	Moderately Involved	80.88
1 - 4	0	Fairly Involved	0.00
Total	68		100.00
Mean	7.26	Moderately Involved	
SD	1.45	-	

Timelines. The degree of involvement of the SPT member-respondents in relation to the extent of implementation of the SIP is shown in Table 32. As seen from the table, the school heads and teacher member-respondents are "highly involved" in the implementation of the SIP as revealed in their means which were n 12.00 and 8.87 . On the other hand, parents, LGU and pupil member-respondents are "moderately involved" in the SIP implementation as evidenced by their means which were 6.60, 5.66 and 5.66 with standard deviations of 1.68, 1.13 and 1.13, respectively which means "moderately implemented". Hence, majority of the member-respondents are "moderately involved" in the implementation of the SIP.

Relationship Between the Extent of Implementation of the SIP and the Respondents' Profile

This section presents the relationship between the extent of implementation of the SIP and the respondents' profile.

Goals and objectives. Table 33 shows the relationship between the extent of implementation of the SIP in relation to the goals and objectives and the respondents' profile. On school heads' profile, educational attainment and relevant in-service trainings attended on national, regional and local trainings affect the implementation of the SIP with a Fisher's t value of 2.39, 2.55, 2.13 and 2.22, respectively which are greater than the tabular value of 1.658 with .05 level

Table 32

Degree of Involvement of the SPT Member-Respondents to the Extent of Implementation of the SIP in Relation to Timelines

Score	f	Description	Percent
School Heads			
9 - 12	68	Highly Involved	100.00
5 - 8	0	Moderately Involved	0.00
1 - 4	0	Fairly Involved	0.00
Total	68		100.00
Mean	12.00	Highly Involved	
SD	0.00	-	
Teachers			
9 - 12	43	Highly Involved	63.24
5 - 8	24	Moderately Involved	35.29
1 - 4	0	Fairly Involved	0.00
Total	67		100.00
Mean	8.87	Highly Involved	
SD	1.23	-	
Parents			
9 - 12	7	Highly Involved	10.29
5 - 8	50	Moderately Involved	73.53
1 - 4	11	Fairly Involved	16.18
Total	68		100.00
Mean	6.60	Moderately Involved	
SD	1.68	-	
LGU			
9 - 12	0	Highly Involved	0.00
5 - 8	54	Moderately Involved	79.41
1 - 4	14	Fairly Involved	20.59
Total	68		100.00
Mean	5.66	Moderately Involved	
SD	1.13	-	
Pupils			
9 - 12	0	Highly Involved	0.00
5 - 8	59	Moderately Involved	86.76
1 - 4	9	Fairly Involved	13.24
Total	68		100.00
Mean	5.66	Moderately Involved	
SD	1.13	-	

Table 33

Relationship Between the Extent of Implementation of the SIP in Relation to the Goals and Objectives and the Respondents' Profile

Profile	r_{xy}	Fisher's t	t_{tab}; a=0.05; df=66	Evaluation
School Heads'				
Age	-0.04	0.29	1.658	NS/Accept Ho
Sex	0.12	1.01	1.658	NS/Accept Ho
Educational Attainment	0.28	2.39	1.658	S/Reject Ho
Occupation/Position	-0.08	0.64	1.658	NS/Accept Ho
Relevant In-Service Training				
National	0.30	2.55	1.658	S/Reject Ho
Regional	0.25	2.13	1.658	S/Reject Ho
Local	0.26	2.22	1.658	S/Reject Ho
Attitude Towards SIP	0.13	1.07	1.658	NS/Accept Ho
Teachers'				
Age	0.44	3.96	1.658	S/Reject Ho
Sex	-0.04	0.32	1.658	NS/Accept Ho
Educational Attainment	0.07	0.56	1.658	NS/Accept Ho
Occupation	-0.29	2.49	1.658	S/Reject Ho
LGUs'				
Age	-0.04	0.32	1.658	NS/Accept Ho
Sex	-0.11	0.90	1.658	NS/Accept Ho
Educational Attainment	0.14	1.18	1.658	NS/Accept Ho
Occupation/Position	0.35	3.01	1.658	S/Reject Ho
Parents'				
Age	0.08	0.62	1.658	NS/Accept Ho
Sex	0.01	0.07	1.658	NS/Accept Ho
Educational Attainment	0.07	0.55	1.658	NS/Accept Ho
Occupation/Position	-0.04	0.30	1.658	NS/Accept Ho
Pupils'				
Age	0.02	0.15	1.658	NS/Accept Ho
Sex	0.26	2.15	1.658	S/Reject Ho
Respondents' School				
Enrolment				
Before	-0.14	1.11	1.658	NS/Accept Ho
After	0.32	2.74	1.658	S/Reject Ho
Participation Rate				
Before	0.16	1.30	1.658	NS/Accept Ho
After	0.01	0.06	1.658	NS/Accept Ho

Table 33 continued

Profile	rxy	Fisher's t	ttab; a=0.05; df=66	Evaluation
Cohort Survival Rate				
Before	0.11	0.92	1.658	NS/Accept Ho
After	-0.01	0.07	1.658	NS/Accept Ho
Dropout Rate				
Before	-0.06	0.52	1.658	NS/Accept Ho
After	-0.20	1.66	1.658	S/Reject Ho
Graduation Rate				
Before	0.01	0.08	1.658	NS/Accept Ho
After	0.17	1.41	1.658	NS/Accept Ho
NAT MPS				
Before	-0.05	0.41	1.658	NS/Accept Ho
After	0.16	1.29	1.658	NS/Accept Ho

Legend: S - Significant
NS - Not Significant

of significance and 66 degrees of freedom. Therefore, the hypothesis which states that "there is no significant relationship between the extent of implementation and the school heads' profile is rejected". Hence, on teachers' profile, age and occupation affect the extent of implementation of SIP as revealed in the computed Fisher's t value of3.96 and 2.49, respectively. Therefore, the hypothesis which states that "there is no significant relationship between the extent of implementation of SIP and the teachers' profile is rejected". Moreover, on LGUs', the hypothesis which states that "there is no significant relationship between the extent of implementation of SIP and the LGUs' profile on position is rejected". This means that the occupation/position of the SIP has effect on how LGUs as stakeholders support the plans of the school. On parents' profile, none

of the variables affected the implementation of SIP while on the pupils' profile, sex affects the extent of SIP implementation. Therefore, the hypothesis which states that "there is no significant difference on the extent of implementation of the SIP and the pupils profile on sex along goals and objectives is rejected". Among the six indicators considered in the respondent-schools, the enrolment after the implementation posed a significant relationship as evidenced by the computed t value of 2.74 which proved greater than the tabular t value of 1.658 with 0.o5 level of significance and 0.05 degrees of freedom. Which means that the higher the extent of implementation of the SIP, the higher is the number of enrolment. After the SIP implementation, the dropout rate posted a Fisher's t value of 1.66 which was higher than the critical t value of 1.658. This means that after the SIP implementation the dropout rate had decreased.

Performance targets. Table 34 shows the relationship between the extent of implementation of the SIP in relation to the performance targets and the respondents' profile. On school heads' profile, educational attainment, regional and national trainings affect the extent of implementation of school heads along performance targets as revealed by the computed t value of 2.69, 2.12 and 2.62 , respectively which are higher than the tabular value of 1.658 with .05 level of significance and degrees of freedom equals to 66. Therefore, the hypothesis which states that "there is no significant relationship between the extent of implementation of school heads in relation to the school heads' profile along

Table 34

Relationship Between the Extent of Implementation of the SIP in Relation to the Performance Targets and the Respondents' Profile

Profile	r_{xy}	Fisher's t	t_{tab}; a=0.05; df=66	Evaluation
School Heads'				
Age	-0.12	0.98	1.658	NS/Accept Ho
Sex	0.14	1.18	1.658	NS/Accept Ho
Educational Attainment	0.31	2.69	1.658	S/Reject Ho
Occupation/Position	-0.07	0.59	1.658	NS/Accept Ho
Relevant In-Service Training				
National	0.31	2.62	1.658	S/Reject Ho
Regional	0.25	2.12	1.658	S/Reject Ho
Local	0.16	1.31	1.658	NS/Accept Ho
Attitude Towards SIP	0.14	1.16	1.658	NS/Accept Ho
Teachers'				
Age	0.23	1.90	1.658	S/Reject Ho
Sex	-0.08	0.62	1.658	NS/Accept Ho
Educational Attainment	0.25	2.12	1.658	S/Reject Ho
Occupation	-0.29	2.46	1.658	S/Reject Ho
LGUs'				
Age	0.07	0.60	1.658	NS/Accept Ho
Sex	-0.05	0.40	1.658	NS/Accept Ho
Educational Attainment	-0.03	0.27	1.658	NS/Accept Ho
Occupation/Position	0.37	3.23	1.658	S/Reject Ho
Parents'				
Age	0.08	0.61	1.658	NS/Accept Ho
Sex	-0.04	0.30	1.658	NS/Accept Ho
Educational Attainment	0.10	0.78	1.658	NS/Accept Ho
Occupation/Position	0.03	0.25	1.658	NS/Accept Ho
Pupils'				
Age	-0.02	0.18	1.658	NS/Accept Ho
Sex	0.10	0.86	1.658	NS/Accept Ho
Respondents' School				
Enrolment				
Before	-0.17	1.36	1.658	NS/Accept Ho
After	0.31	2.67	1.658	S/Reject Ho
Participation Rate				
Before	0.13	1.04	1.658	NS/Accept Ho
After	0.11	0.89	1.658	NS/Accept Ho

Table 34 continued

Profile	r_{xy}	Fisher's t	t_{tab}; a=0.05; df=66	Evaluation
Cohort Survival Rate				
Before	0.07	0.57	1.658	NS/Accept Ho
After	0.02	0.14	1.658	NS/Accept Ho
Dropout Rate				
Before	-0.08	0.67	1.658	NS/Accept Ho
After	-0.11	0.87	1.658	NS/Accept Ho
Graduation Rate				
Before	0.18	1.45	1.658	NS/Accept Ho
After	0.26	2.21	1.658	S/Reject Ho
NAT MPS				
Before	0.12	0.96	1.658	NS/Accept Ho
After	0.20	1.63	1.658	NS/Accept Ho

Legend: S - Significant
NS - Not Significant

educational attainment and relevant trainings attended" is rejected. School heads' educational attainment and trainings attended relative to SBM management play a great role in making the implementation successful. On teachers' profile, age, educational attainment, and occupation revealed a computed t-values equal to 1.90, 2.12 and 2.46 which proved to be greater than the tabular t value of 1.658 with 0.05 level of significance and degrees of freedom equal to 66. On LGUs' profile, occupation/ position pegged a computed t value of 3.23 which proved higher than the tabular value of 1.658 with df equals to 66 and computed value equals to 1.658. Therefore, the hypothesis which states that

"there is no significant difference between the extent of implementation of the SIP in relation to performance targets and the respondents' profile" is rejected. Along graduation rate, it can be seen from the same table that the graduation rate after the implementation of the SIP revealed a computed t value of 2.21 which proved higher than the critical t value of 1.658 with .05 level of significance and df equals 66. This means that after SIP implementation, the graduation rate among pupils had increased.

School improvement process. Table 35 shows the relationship between the extent of implementation of the SIP in relation to the School Improvement Process and the Respondents' Profile. As gleaned from the table, the school heads' profile such as educational attainment, position, national, regional and local trainings affect the extent of implementation of the SIP in relation to the school improvement process as revealed by the computed t values of 2.95, 1.67, 2.76, 2.93 and 2.05, respectively which proved to be higher than the tabular value of 1.658 with degrees of freedom equals to 66. Furthermore, the teachers' profile that affect the extent of implementation of the SIP along improvement process are as follows: age, educational attainment and occupation as evidenced by the computed t-values of 3.99, 2.56 and 3.20 respectively which were higher than the critical t value of 1.658 with 0.05 level of significance and degrees of freedom equals to 66.. This means that the more mature the teachers are and the more educationally qualified they are in their teaching profession, the more involved

Table 35

Relationship Between the Extent of Implementation of the SIP in Relation to the School Improvement Process and the Respondents' Profile

Profile	r_{xy}	Fisher's t	t_{tab}; a=0.05; df=66	Evaluation
School Heads'				
Age	-0.07	0.60	1.658	NS/Accept Ho
Sex	-0.10	0.81	1.658	NS/Accept Ho
Educational Attainment	0.34	2.95	1.658	S/Reject Ho
Occupation/Position	-0.20	1.67	1.658	S/Reject Ho
Relevant In-Service Training				
National	0.32	2.76	1.658	S/Reject Ho
Regional	0.34	2.93	1.658	S/Reject Ho
Local	0.24	2.05	1.658	S/Reject Ho
Attitude Towards SIP	0.18	1.48	1.658	NS/Accept Ho
Teachers'				
Age	0.44	3.99	1.658	S/Reject Ho
Sex	-0.07	0.54	1.658	NS/Accept Ho
Educational Attainment	0.30	2.56	1.658	S/Reject Ho
Occupation	-0.37	3.20	1.658	S/Reject Ho
LGUs'				
Age	-0.02	0.12	1.658	NS/Accept Ho
Sex	0.04	0.33	1.658	NS/Accept Ho
Educational Attainment	0.36	3.17	1.658	S/Reject Ho
Occupation/Position	0.42	3.75	1.658	S/Reject Ho
Parents'				
Age	0.02	0.17	1.658	NS/Accept Ho
Sex	-0.18	1.50	1.658	NS/Accept Ho
Educational Attainment	0.30	2.54	1.658	S/Reject Ho
Occupation/Position	0.20	1.62	1.658	NS/Accept Ho
Pupils'				
Age	0.10	0.80	1.658	NS/Accept Ho
Sex	0.09	0.73	1.658	NS/Accept Ho
Respondents' School				
Enrolment				
Before	-0.28	2.40	1.658	S/Reject Ho
After	0.49	4.58	1.658	S/Reject Ho
Participation Rate				
Before	0.32	2.74	1.658	S/Reject Ho
After	0.09	0.70	1.658	NS/Accept Ho

Table 35 continued

Profile	r_{xy}	Fisher's t	t_{tab}; a=0.05; df=66	Evaluation
Cohort Survival Rate				
Before	0.09	0.77	1.658	NS/Accept Ho
After	0.12	1.01	1.658	NS/Accept Ho
Dropout Rate				
Before	0.03	0.26	1.658	NS/Accept Ho
After	-0.08	0.62	1.658	NS/Accept Ho
Graduation Rate				
Before	-0.01	0.09	1.658	NS/Accept Ho
After	0.27	2.26	1.658	S/Reject Ho
NAT MPS				
Before	0.07	0.59	1.658	NS/Accept Ho
After	0.27	2.32	1.658	S/Reject Ho

Legend: S - Significant
NS - Not Significant

they are in SIP implementation. On LGU member-respondents profile, educational attainment and occupation affect the extent of SIP implementation as revealed in their computed t value of 2.56 and 3.20, respectively which are higher than the critical t value of 1.658 with 66 degrees of freedom. This means that LGU member-respondents have the ability to influence other stakeholders in the community because of the position they held in the government. On parents profile, educational attainment affects the parents' involvement on the activities of the school as revealed by the computed t value of 0.20 with critical t value equals to 1.658 with df=66. This means that the higher the educational

attainment of the parents, the more involved they are in the SIP implementation. Along profile of respondents' school, the enrolment before and after implementation of the SIP posted a computed t values of 2.40 and 4.58, respectively which proved greater than the tabular value of 1.658. Furthermore, the participation rate before the implementation of the SIP was pegged at 2.74 which proved higher than the critical t value of 1.658. This means that there were more pupils who participated in school compared to the participation rate after the SIP implementation. Hence, the graduation rate after the implementation of the SIP was pegged at 2.26 which proved higher than the critical t value of 1.658. Therefore, more pupils have graduate after SIP implementation. Additionally, the academic achievement of pupils have increased after the SIP implementation as revealed on the same table.

Resource management. Table 36 shows the relationship between the extent of implementation of the SIP in relation to the resource management and the respondents' profile. As seen from the table, national trainings attended by the school heads affect the SIP implementation as evidenced by a computed t value of 1.78 which proved higher than the tabular value of 1.658 with df equals to 66 and .05 level of significance. This means that the more trainings the school heads have, the more involved they are in SIP implementation. On LGUs' profile, sex affects the extent of SIP implementation along resource management as revealed by the computed t value of 1.62 which is greater than the tabular t value

Table 36

Relationship Between the Extent of Implementation of the SIP in Relation to the Resource Management and the Respondents' Profile

Profile	r_{xy}	Fisher's t	t_{tab}; a=0.05; df=66	Evaluation
School Heads'				
Age	-0.05	0.43	1.658	NS/Accept Ho
Sex	-0.08	0.68	1.658	NS/Accept Ho
Educational Attainment	0.05	0.39	1.658	NS/Accept Ho
Occupation/Position	-0.10	0.78	1.658	NS/Accept Ho
Relevant In-Service Training				
National	0.21	1.78	1.658	S/Reject Ho
Regional	0.07	0.54	1.658	NS/Accept Ho
Local	0.03	0.24	1.658	NS/Accept Ho
Attitude Towards SIP	0.02	0.19	1.658	NS/Accept Ho
Teachers'				
Age	0.20	1.62	1.658	NS/Accept Ho
Sex	0.00	0.03	1.658	NS/Accept Ho
Educational Attainment	0.12	0.96	1.658	NS/Accept Ho
Occupation	0.12	0.98	1.658	NS/Accept Ho
LGUs'				
Age	-0.19	1.58	1.658	NS/Accept Ho
Sex	-0.29	2.47	1.658	S/Reject Ho
Educational Attainment	-0.10	0.85	1.658	NS/Accept Ho
Occupation/Position	0.05	0.42	1.658	NS/Accept Ho
Parents'				
Age	-0.06	0.48	1.658	NS/Accept Ho
Sex	-0.09	0.74	1.658	NS/Accept Ho
Educational Attainment	-0.01	0.12	1.658	NS/Accept Ho
Occupation/Position	0.01	0.09	1.658	NS/Accept Ho
Pupils'				
Age	-0.14	1.16	1.658	NS/Accept Ho
Sex	-0.13	1.08	1.658	NS/Accept Ho
Respondents School				
Enrolment				
Before	0.13	1.04	1.658	NS/Accept Ho
After	0.09	0.72	1.658	NS/Accept Ho
Participation Rate				
Before	-0.20	1.62	1.658	NS/Accept Ho
After	-0.21	1.72	1.658	NS/Accept Ho

Table 36 continued

Profile	r_{xy}	Fisher's t	t_{tab}; a=0.05; df=66	Evaluation
Cohort Survival Rate				
Before	0.20	1.69	1.658	S/Reject Ho
After	-0.03	0.27	1.658	NS/Accept Ho
Dropout Rate				
Before	-0.16	1.33	1.658	NS/Accept Ho
After	-0.14	1.12	1.658	NS/Accept Ho
Graduation Rate				
Before	0.18	1.48	1.658	NS/Accept Ho
After	0.24	2.04	1.658	S/Reject Ho
NAT MPS				
Before	0.18	1.51	1.658	NS/Accept Ho
After	-0.03	0.26	1.658	NS/Accept Ho

Legend: S - Significant
NS - Not Significant

of 1.658. Therefore, the hypothesis which states that "there is no significant relationship between the extent of implementation of the SIP in relation to the resource management and the respondents' profile" is rejected.

Along profile of respondents' school, the cohort survival rate before the SIP implementation affected the extent of implementation of the respondent-schools with a mean which was pegged at 1.69 which was greater than the critical t value of 1.658. Thus, the hypothesis which states that "there is no significant relationship between the extent of implementation and the respondent-schools profile" is rejected. This means that cohort survival rate has something to do with the extent of SIP implementation.

School performance accountability. Table 37 shows the relationship between the extent of implementation of the SIP in relation to the school performance accountability and the respondents' profile. As seen from the table, national trainings attended by the school heads affect the SIP implementation as evidenced by a computed t value of 1.78 which proved higher than the tabular value of 1.658 with df equals to 66 and .05 level of significance. This means that the more trainings the school heads have, the more involved they are in SIP implementation. On LGUs' profile, sex affects the extent of SIP implementation along resource management as revealed by the computed t value of 1.62 which is greater than the tabular t value of 1.658. Therefore, the hypothesis which states that "there is no significant relationship between the extent of implementation of the SIP in relation to the resource management and the respondents' profile" is rejected.

Along profile of respondents' school, the enrolment and dropout rate after the SIP implementation affected the extent of implementation. This means that the enrolment and dropout rate had increased after the SIP implementation.

Implementation strategies. Table 38 presents the relationship between the extent of implementation of the SIP in relation to the implementation strategies and the respondents' profile. In terms of school heads' profile, national and regional trainings attended by school heads affect the extent of implementation

Table 37

Relationship Between the Extent of Implementation of the SIP in Relation to the School Performance Accountability and the Respondents' Profile

Profile	r_{xy}	Fisher's t	t_{tab}; a=0.05; df=66	Evaluation
School Heads'				
Age	-0.01	0.10	1.658	NS/Accept Ho
Sex	-0.06	0.50	1.658	NS/Accept Ho
Educational Attainment	0.02	0.15	1.658	NS/Accept Ho
Occupation/Position	-0.13	1.06	1.658	NS/Accept Ho
Relevant In-Service Training				
National	0.25	2.07	1.658	S/Reject Ho
Regional	0.30	2.56	1.658	S/Reject Ho
Local	0.21	1.77	1.658	NS/Accept Ho
Attitude Towards SIP	0.11	0.91	1.658	NS/Accept Ho
Teachers'				
Age	0.32	2.75	1.658	S/Reject Ho
Sex	-0.16	1.28	1.658	NS/Accept Ho
Educational Attainment	0.11	0.93	1.658	NS/Accept Ho
Occupation	-0.19	1.61	1.658	NS/Accept Ho
LGUs'				
Age	-0.09	0.72	1.658	NS/Accept Ho
Sex	-0.15	1.26	1.658	NS/Accept Ho
Educational Attainment	0.23	1.90	1.658	S/Reject Ho
Occupation/Position	0.19	1.59	1.658	NS/Accept Ho
Parents'				
Age	-0.17	1.42	1.658	NS/Accept Ho
Sex	-0.04	0.31	1.658	NS/Accept Ho
Educational Attainment	0.20	1.64	1.658	NS/Accept Ho
Occupation/Position	0.01	0.04	1.658	NS/Accept Ho
Pupils'				
Age	0.16	1.32	1.658	NS/Accept Ho
Sex	0.12	1.02	1.658	NS/Accept Ho
Respondents School				
Enrolment				
Before	-0.19	1.55	1.658	NS/Accept Ho
After	0.26	2.17	1.658	S/Reject Ho
Participation Rate				
Before	0.18	1.46	1.658	NS/Accept Ho
After	0.01	0.04	1.658	NS/Accept Ho

Table 37 continued

Profile	r_{xy}	Fisher's t	t_{tab}; a=0.05; df=66	Evaluation
Cohort Survival Rate				
Before	-0.28	2.37	1.658	S/Reject Ho
After	0.01	0.05	1.658	NS/Accept Ho
Dropout Rate				
Before	-0.20	1.67	1.658	NS/Accept Ho
After	-0.17	1.44	1.658	NS/Accept Ho
Graduation Rate				
Before	-0.04	0.32	1.658	NS/Accept Ho
After	0.01	0.09	1.658	NS/Accept Ho
NAT MPS				
Before	0.0004	0.00	1.658	NS/Accept Ho
After	0.03	0.28	1.658	NS/Accept Ho

Legend: S - Significant
NS - Not Significant

of SIP as revealed in the computed t value of 2.34 and 1.77 , respectively which proved higher than the tabular t value of 1.658 with df equals to 66 and 0.05 level of significance. This means that school heads are more determined to implement the SIP along implementation strategies because of the knowledge and skills they have acquired in trainings. On respondent-schools profile, the cohort survival rate before the SIP implementation affected the extent on how it is implemented. Hence, the NAT MPS result before SIP implementation was pegged at 1.84 which proved higher than the critical t value of 1.658. This means that the extent of implementation of SIP affected the number of enrolment and dropout rate of respondent-schools and the NAT MPS results before implementation affected the respondent-schools anyway.

Table 38

Relationship Between the Extent of Implementation of the SIP in Relation to the Implementation Strategies and the Respondents' Profile

Profile	r_{xy}	Fisher's t	t_{tab}; a=0.05; df=66	Evaluation
School Heads'				
Age	-0.11	0.86	1.658	NS/Accept Ho
Sex	-0.06	0.49	1.658	NS/Accept Ho
Educational Attainment	0.23	1.94	1.658	NS/Accept Ho
Occupation/Position	0.02	0.19	1.658	NS/Accept Ho
Relevant In-Service Training				
National	0.28	2.34	1.658	S/Reject Ho
Regional	0.21	1.77	1.658	S/Reject Ho
Local	0.11	0.92	1.658	S/Reject Ho
Attitude Towards SIP	0.09	0.77	1.658	NS/Accept Ho
Teachers'				
Age	-0.01	0.07	1.658	S/Reject Ho
Sex	-0.08	0.65	1.658	NS/Accept Ho
Educational Attainment	0.00	0.03	1.658	NS/Accept Ho
Occupation	-0.12	0.99	1.658	NS/Accept Ho
LGUs'				
Age	0.12	0.94	1.658	NS/Accept Ho
Sex	0.13	1.04	1.658	NS/Accept Ho
Educational Attainment	-0.05	0.37	1.658	S/Reject Ho
Occupation/Position	0.20	1.70	1.658	NS/Accept Ho
Parents'				
Age	0.01	0.08	1.658	NS/Accept Ho
Sex	0.01	0.04	1.658	NS/Accept Ho
Educational Attainment	-0.01	0.05	1.658	NS/Accept Ho
Occupation/Position	-0.01	0.10	1.658	NS/Accept Ho
Pupils'				
Age	0.16	1.31	1.658	NS/Accept Ho
Sex	0.11	0.91	1.658	NS/Accept Ho
Respondents School				
Enrolment				
Before	-0.07	0.60	1.658	NS/Accept Ho
After	-0.05	0.38	1.658	NS/Accept Ho
Participation Rate				
Before	0.15	1.25	1.658	NS/Accept Ho
After	0.05	0.40	1.658	NS/Accept Ho

Table 38 continued

Profile	r_{xy}	Fisher's t	t_{tab}; a=0.05; df=66	Evaluation
Cohort Survival Rate				
Before	-0.08	0.65	1.658	NS/Accept Ho
After	0.03	0.22	1.658	NS/Accept Ho
Dropout Rate				
Before	-0.09	0.72	1.658	NS/Accept Ho
After	-0.26	2.20	1.658	S/Reject Ho
Graduation Rate				
Before	0.08	0.63	1.658	NS/Accept Ho
After	0.03	0.22	1.658	NS/Accept Ho
NAT MPS				
Before	0.22	1.84	1.658	S/Reject Ho
After	0.12	1.02	1.658	NS/Accept Ho

Legend: S - Significant
NS - Not Significant

Timelines. Table 39 shows the relationship between the extent of implementation of the SIP in relation to the timelines and the respondents' profile. Along LGU member-respondents profile, As seen from the table, sex affects the extent of SIP implementation as evidenced by the computed t value of 1.96 which proved higher than the critical t value of 1.658 with degrees of freedom equals to 66 and 0.05 level of significance. This means that the more mature the LGU member respondents are, the more they are motivated to finish the tasks/ programs / projects implemented by the SIP stakeholders.

Table 39

Relationship Between the Extent of Implementation of the SIP in Relation to the Timelines and the Respondents' Profile

Profile	r_{xy}	Fisher's t	t_{tab}; a=0.05; df=66	Evaluation
School Heads'				
Age	-0.08	0.63	1.658	NS/Accept Ho
Sex	0.02	0.13	1.658	NS/Accept Ho
Educational Attainment	0.06	0.46	1.658	NS/Accept Ho
Occupation/Position	-0.14	1.18	1.658	NS/Accept Ho
Relevant In-Service Training				
National	0.13	1.07	1.658	NS/Accept Ho
Regional	-0.10	0.80	1.658	NS/Accept Ho
Local	-0.13	1.09	1.658	NS/Accept Ho
Attitude Towards SIP	0.03	0.21	1.658	NS/Accept Ho
Teachers'				
Age	-0.05	0.43	1.658	NS/Accept Ho
Sex	-0.24	1.98	1.658	NS/Accept Ho
Educational Attainment	0.19	1.58	1.658	NS/Accept Ho
Occupation	-0.03	0.23	1.658	NS/Accept Ho
LGUs'				
Age	0.07	0.55	1.658	NS/Accept Ho
Sex	0.23	1.96	1.658	S/Reject Ho
Educational Attainment	-0.13	1.03	1.658	NS/Accept Ho
Occupation/Position	0.04	0.36	1.658	NS/Accept Ho
Parents'				
Age	0.06	0.53	1.658	NS/Accept Ho
Sex	-0.02	0.14	1.658	NS/Accept Ho
Educational Attainment	-0.02	0.20	1.658	NS/Accept Ho
Occupation/Position	-0.01	0.06	1.658	NS/Accept Ho
Pupils'				
Age	0.12	0.96	1.658	NS/Accept Ho
Sex	0.05	0.44	1.658	NS/Accept Ho
Respondents' School				
Enrolment				
Before	-0.07	0.60	1.658	NS/Accept Ho
After	-0.04	0.35	1.658	NS/Accept Ho
Participation Rate				
Before	-0.02	0.17	1.658	NS/Accept Ho
After	0.06	0.46	1.658	NS/Accept Ho

Table 39 continued

Profile	r_{xy}	Fisher's t	t_{tab}; a=0.05; df=66	Evaluation
Cohort Survival Rate				
Before	0.04	0.30	1.658	NS/Accept Ho
After	-0.14	1.13	1.658	NS/Accept Ho
Dropout Rate				
Before	-0.02	0.15	1.658	NS/Accept Ho
After	-0.10	0.83	1.658	NS/Accept Ho
Graduation Rate				
Before	-0.04	0.29	1.658	NS/Accept Ho
After	0.13	1.08	1.658	NS/Accept Ho
NAT MPS				
Before	-0.02	0.18	1.658	NS/Accept Ho
After	-0.06	0.50	1.658	NS/Accept Ho

Legend: S - Significant
NS - Not Significant

Relationship between the Extent of Implementation of the SIP and the Respondents' Profile

This section presents the relationship between the extent of implementation of the SIP in relation to goals and objectives, performance targets, school improvement process, resource management. School performance accountability, implementation strategies and timelines, and the degree of involvement by the SIP member-respondents.

Goals and objectives. Table 40 shows the relationships between the extent of implementation of the SIP in relation to the goals and objectives and the

extent of involvement by the SPT member-respondents. As gleaned from the table, all groups of SPT member-respondents namely: teachers, LGU's, parents and pupils posed a not significant evaluation as evidenced by the Fisher's t values of 0.82, 1.34, 2.39 and 1.66, respectively which proved lower than the critical t value of 1.658 with df equals to 66 and 0.05 level of significance. Thus, the hypothesis which states that "there is no significant relationship between the extent of implementation of the SIP in relation to the goals and objectives and extent of involvement by the SPT member-respondents" is accepted. This means that the extent of involvement of the SPT member-respondents has nothing to do with the extent of implementation of the same.

Table 40

Relationship Between the Extent of Implementation of the SIP in Relation to the Goals and Objectives and the Extent of Involvement by the SPT Member-Respondents

SPT Member	r_{xy}	Fisher's t	t_{tab}; a=0.05; df=66	Evaluation
School Heads	-	-	-	-
Teachers	0.10	0.82	1.658	NS/Accept Ho
LGUs	0.16	1.34	1.658	NS/Accept Ho
Parents	0.28	2.39	1.658	NS/Accept Ho
Pupils	0.20	1.66	1.658	NS/Accept Ho

Legend: S - Significant
NS - Not Significant

Performance targets. The relationship between the extent of implementation of the SIP in relation to the performance targets and the Extent of involvement by the SPT member-respondents is shown in Table 41. As observed, among the five groups of respondents, the teachers, LGU's, parents and pupils computed t values resulted to 3.01, 3.53, 3.12 and 2.41, respectively which were higher than the critical t value of 1.658. Thus, the hypothesis which states that "there is no significant relationships between the extent of implementation of the SIP and the respondents' extent of involvement " is rejected. This means that the extent of involvement of the member-respondents play a vital role on the extent of implementation of the SIP along performance targets.

Table 41

Relationship Between the Extent of Implementation of the SIP in Relation to the Performance Targets and the Extent of Involvement by the SPT Member-Respondents

SPT Member	r_{xy}	Fisher's t	t_{tab}; a=0.05; df=66	Evaluation
School Heads	-	-	-	-
Teachers	0.35	3.01	1.658	S/Reject Ho
LGUs	0.40	3.53	1.658	S/Reject Ho
Parents	0.36	3.12	1.658	S/Reject Ho
Pupils	0.28	2.41	1.658	S/Reject Ho

Legend: S - Significant
NS - Not Significant

School improvement process. The relationship between the extent of implementation of the SIP in relation to the school improvement process and the extent of involvement by the SPT member-respondents is shown in Table 42. As observed, the LGU and pupil member-respondents are actively involved in the implementation of SIP as evidenced by the computed t value of 1.83 and 1.68, respectively which proved greater than the critical t value of 1.658 with degrees of freedom equals to 66 and 0.05 level of significance. Thus, the hypothesis which states that "there is no significant relationships between the extent of implementation of the SIP and the respondents' extent of involvement" is rejected. This means that the involvement of LGUs and parents on the implementation of the SIP is favourable to internal and external stakeholders.

Table 42

Relationship Between the Extent of Implementation of the SIP in Relation to the School Improvement Process and the Extent of Involvement by the SPT Member-Respondents

SPT Member	r_{xy}	Fisher's t	t_{tab}; a=0.05; df=66	Evaluation
School Heads	-	-	-	-
Teachers	0.02	0.18	1.658	NS/Accept Ho
LGUs	0.22	1.83	1.658	S/Reject Ho
Parents	0.12	0.98	1.658	NS/Accept Ho
Pupils	0.20	1.68	1.658	S/Reject Ho

Legend: S - Significant
NS - Not Significant

Resource management. The relationship between the extent of implementation of the SIP in relation to the resource management and the extent of involvement by the SPT member-respondents is shown in Table 43. As observed, the computed t values for the teachers is 0.40 , 0.42 for LGUs', 1.00 for parents and 1.49 pupil member-respondents which were lower than the tabular t value of 1.658 with 0.05 level of significance and df equals to 66. Thus, the hypothesis which states that "there is no significant relationships between the extent of implementation of the SIP and the respondents' extent of involvement" is accepted. This means that the four groups of respondents' involvement in SIP implementation does not affect the extent of implementation in relation to the resource management.

Table 43

Relationship Between the Extent of Implementation of the SIP in Relation to the Resource Management and the Extent of Involvement by the SPT Member-Respondents

SPT Member	r_{xy}	Fisher's t	t_{tab}; a=0.05; df=66	Evaluation
School Heads	-	-	-	-
Teachers	0.05	0.40	1.658	NS/Accept Ho
LGUs	0.05	0.42	1.658	NS/Accept Ho
Parents	0.12	1.00	1.658	NS/Accept Ho
Pupils	0.18	1.49	1.658	NS/Accept Ho

Legend: S - Significant
NS - Not Significant

School performance accountability. The relationship between the extent of implementation of the SIP in relation to the school performance accountability and the extent of involvement by the SPT member-respondents is shown in Table 44. As observed, the computed t values for teachers is 0.97 , 1.31 for LGUs', 0.10 for parents and 0.74 pupil member-respondents which were lower than the tabular t value of 1.658 with 0.05 level of significance and df equals to 66. Thus, the hypothesis which states that "there is no significant relationships between the extent of implementation of the SIP and the respondents' extent of involvement" is accepted. This means that the four groups of respondents' involvement in SIP implementation does not affect the extent of implementation in relation to the school performance management.

Table 44

Relationship Between the Extent of Implementation of the SIP in Relation to the School Performance Accountability and the Extent of Involvement by the SPT Member-Respondents

SPT Member	r_{xy}	Fisher's t	t_{tab}; a=0.05; df=66	Evaluation
School Heads	-	-	-	-
Teachers	0.12	0.97	1.658	NS/Accept Ho
LGUs	0.16	1.31	1.658	NS/Accept Ho
Parents	0.01	0.10	1.658	NS/Accept Ho
Pupils	0.09	0.74	1.658	NS/Accept Ho

Legend: S - Significant
NS - Not Significant

Implementation strategies. The relationship between the extent of implementation of the SIP in relation to the implementation strategies and the extent of involvement by the SPT member-respondents is shown in Table 45. As observed, the teachers, LGUs, parents and pupil member-respondents are actively involved in the implementation of SIP as evidenced by the computed t values of 3.53, 2.58, 1.85 and 2.70 , respectively which proved higher than the

Table 45

Relationship Between the Extent of Implementation of the SIP in Relation to the Implementation Strategies and the Extent of Involvement by the SPT Member-Respondents

SPT Member	r_{xy}	Fisher's t	t_{tab}; a=0.05; df=66	Evaluation
School Heads	-	-	-	-
Teachers	0.40	3.53	1.658	S/Reject Ho
LGUs	0.30	2.58	1.658	S/Reject Ho
Parents	0.22	1.85	1.658	S/Reject Ho
Pupils	0.32	2.70	1.658	S/Reject Ho

Legend: S - Significant
NS - Not Significant

critical t value of 1.658 with degrees of freedom equals to 66 and 0.05 level of significance. Thus, the hypothesis which states that "there is no significant relationships between the extent of implementation of the SIP and the

respondents' extent of involvement" is rejected. This means that the involvement of teachers, LGUs and parents and pupils on the implementation of the SIP is favourable for the attainment of school's vision, mission, goals and objectives.

Timelines. The relationship between the extent of implementation of the SIP in relation to the timelines and the extent of involvement by the SPT member-respondents is shown in Table 46. As observed, the LGU and pupil member-respondents are actively involved in the implementation of SIP as

Table 46

Relationship Between the Extent of Implementation of the SIP in Relation to the Timelines and the Extent of Involvement by the SPT Member-Respondents

SPT Member	r_{xy}	Fisher's t	t_{tab}; a=0.05; df=66	Evaluation
School Heads	-	-	-	-
Teachers	0.12	0.94	1.658	NS/Accept Ho
LGUs	0.29	2.48	1.658	S/Reject Ho
Parents	0.20	1.65	1.658	NS/Accept Ho
Pupils	0.25	2.10	1.658	S/Reject Ho

Legend: S - Significant
NS - Not Significant

evidenced by the computed t values of 2.48 and 2.10, respectively which proved greater than the critical t value of 1.658 with degrees of freedom equals to 66 and 0.05 level of significance. Thus, the hypothesis which states that "there is no significant relationships between the extent of implementation of the SIP and the respondents' extent of involvement along timelines" is rejected. This means that the involvement of LGUs and pupils on the implementation of the SIP is favourable to internal and external stakeholders.

Problems Encountered in the Implementation of School Improvement Plan

The following are the prevailing problems encountered by the internal and external stakeholders in the implementation of School Improvement Plan:

On School Leadership:

1. Untrained school heads in the development of SIP.
2. Significant number of newly promoted school heads managing clustered schools which results to non-supervision of schools in far-flung barangays.
3. Negative and/ or lukewarm attitude of school heads towards the technical process in SIP crafting.
4. Lack and/or absence of technical assistance in monitoring and assessment in program/project implementation.
5. Inability of school heads to solicit support from stakeholders.

6. Distant schools are without full time leaders.

On Community Support

7. Lukewarm attitude of barangay/ municipal officials in supporting SIP implementation.

8. Overtreatment of infrastructure in program/project implementation.

9. Lack of technical knowledge and skills of some stakeholders in project implementation.

10. Over dependence on school MOOE by some stakeholders.

11. Intrusion of some stakeholders in areas where school officials are responsible of.

On School Plant and Facilities

12. Absence of school site ownership.

13. Schools without site.

14. Barangay schools having only a makeshift for their classroom.

15. Absence and/or lack of school furniture in significant number of non-central elementary schools.

16. Absence of modern technology due to distance and no available electricity.

17. Absence of water and sanitation.

On Program/ Project Implementation

18. Monitoring of infrastructure or school building implementation is not properly done due to lack of expertise from school heads.

19. Technical assistance in school building program implementation is more wanting in non-central elementary schools.

20. Monitoring fund is either absent on lacking, hence assessment activity is not given so much focus.

On Suggested/Recommended Strategic Plan

The suggested/recommended strategic plan suited for this study is presented in Chapter 6.

Chapter 5

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This section presents the summary of findings, the corresponding conclusions and the appropriate recommendations based on the results of the study.

Summary of Findings

Hereunder are the salient findings of the study.

1. The SPT school heads in Samar and City Divisions had an average age of 48.49 years with a standard deviation of 7.65 years. Majority of the school heads were females consisting of 48 or 70.59 percent as compared to the male school heads which consisted of 20 or 29.21 percent.

2. The SPT teacher member-respondents had an average age of 45.85 years with a standard deviation of 7.72 years. Majority of the SPT teacher member-respondents were females which comprised 63 or 92.65 percent while the males consisted of five or 7.35 per cent.

3. The average age of LGU member-respondents was 48.13 years with a standard deviation of 3.86 years. This means that majority of the SPT LGU member-respondents are in their mid 40's. Hence, the SPT LGU member-representatives were dominated by males which consisted of 44 or 64.71 percent and 24 or 35.29 percent comprised the female groups.

4. The average age of the SPT parent member-respondents was 46.18 years with a standard deviation of 4.49 years. The group was dominated by females which consisted of 44 or 64.71 per cent compared to males which comprised about 24 or 35.29 per cent.

5. The average age of the pupil member-respondents was 11.03 years with a standard deviation of 0.71 year. The group was dominated by females with about 52 or 76.47 percent and the remaining 16 or 23.53 per cent were males.

6. Majority of the SPT School Heads are master's degree holders which comprised 43 or 63.24 percent, 10 or 14.71 percent have PhD units and with masteral units, two or 4.41 percent are doctorate degree holders and two or 2.94 percent are PhD CAR holders.

7. Majority of the SPT teacher member-respondents, have masteral units which comprised 23 or 33.82 percent, of 17 or 25.00 percent have masteral units, 15 or 22.06 percent are master's degree holders, 11 or 16.18 are baccalaureate degree holders and one or 1.47 percent has PhD units and doctoral degree holder.

8. Majority of the SPT LGU member-respondents were College graduate where 60 or 88.24 percent and the remaining eight or 11.76 percent were High School graduate.

9. Majority of the SPT parent member-respondents were college graduate which consisted of 54 or 79.41 percent and 13 or 19.12 percent were

high school graduate. On the other hand, the SPT pupil member-respondents were all elementary level.

10. Along occupation/position, 46 or 67.67 percent of the school head member-respondents were occupying the Principal I position, 14 or 20.59 percent were presently occupying a Principal 2 position, four or 5.88 percent were Head Teacher 3, three or 4.41 percent were occupying the position of Principal 3 and only one or 1.47 percent was occupying a Head Teacher 3 position.

11. As regards to the occupation/position of the teacher member-respondents, 30 or 44.12 percent were Master Teachers, 17 or 25.00 percent were occupying a Teacher 3 position, 12 or 17.65 percent are occupying a Teacher 1 position, followed by five or 7.35 percent who were occupying a Master Teacher 2 position and four or 5.88 percent were occupying the Teacher 2 position.

12. Majority of the LGU member-respondents were Barangay Captains which comprised 63 or 92.65 percent of the total respondents, three or 4.41 percent were Barangay Councilors, and one or 1.47 percent was SB Member and Vice Mayor.

13. As regards to the occupation/position of the SPT Parent member-respondents, 67 or 98.53 percent were PTA Presidents and the remaining 1 or 1.47 percent was a parent with a position of Master Teacher 1.

14. Along attitude towards the SIP implementation, 64 or 94.12 percent of the School heads have shown a "positive" attitude, four or 5.88 percent have

shown an "uncertain" attitude towards the implementation of the SIP and none among the School Head member-respondents have shown a negative attitude towards its implementation.

15. With regards to the teacher member-respondents' attitude towards SIP implementation, 68 or 100.00 percent of the teachers and all LGU member-representatives where 68 or 100.00percent, 68 or 100.00 percent parent and pupil member-respondents have displayed a "positive" attitude towards SIP implementation.

16. Along enrolment before the implementation of SIP, 24 or 35.29 per cent fell the enrolment range of 185-384, 17 or 25.00 percent fell the enrolment range of 585-784, 11 or 16.18 per cent fell the enrolment range of 385-584. The lowest enrolment range fell below 185 where five or 7.35 per cent of the respondent-schools fell with an average of 544 enrollees and a standard deviation of 362 enrollees.

17. In terms of enrolment after the implementation of SIP, 25 respondent-schools fell the enrolment range of 185-384, 13 or 19.12 per cent fell the enrolment bracket of 585-784, 10 or 14.71 percent fell the enrolment range of 385-584 and 785-984, 1 or 1.47 percent fell the enrolment range of 1,185-1,384 and 1385 and above with a mean of 574 enrollees and a standard deviation of 381 enrollees.

18. Along participation rate before the implementation of the SIP, 16 or 23.53 of the respondent-schools fell the participation range bracket of 97-98

percent, 8 or 11.76 percent fell between the range of 93-94 and 95-96, 6 or 8.82 percent fell between the participation ranges of 89-90 and 91-90 . The lowest participation rate fell between the bracket of 80 and below where seven or 10.29 percent of the respondent-schools fell , while the highest participation rate fell between the participation rate range of 99-100 with an average participation rate of 91.51 and a standard deviation of 7.02.

19. After the SIP implementation, majority of the respondent-schools fell the participation rate range of 97-98 where 23 or 33.82 percent fell on the said range. The average participation rate of the respondent-schools was 95.59 with a standard deviation of 5.08.

20. Before the implementation of the SIP along cohort survival rate, 18 or 26.47 percent fell between the range of 84-88 percent, 11 or 16.18 percent fell between the percentage range of 89-93, 10 or 14.71 percent fell between the percentage range of 94-98 percent, followed by nine or 13.24 percent fell the percentage bracket of 74-78 percent. The lowest cohort survival rate was between the percentage bracket of 49-53 with one or 1.47 percent.

21. After the implementation of the SIP along cohort survival rate , 14 or 20.59 percent fell between the percentage bracket of 84-88 percent, followed byb13 or 19.12 percent fell between the range of 89-93 percent and 94-98 percent, nine or 13.24percent fell the range of 79-83 percent and one or 1.47 fell the bracket of 49-53 percent with an average of 89.31 percent and standard deviation of 12.61 percent.

22. Before the SIP implementation, the lowest graduation rate of the respondent-schools fell between the range of 81-83 percent while the highest was between the range of 99-100 with about 27 or 39.71 percent. The average graduation rate of the respondent-schools before implementation was 97.39 with a standard deviation of 3.41.

23. Before the SIP implementation, the lowest dropout rate of the respondent-schools fell between the range of 81-83 percent while the highest was between the range of 99-100 with about 27 or 39.71percent. The average dropout rate of the respondent-schools before implementation was 0.56 with a standard deviation of 1.06 while the average dropout rate after implementation was 0.65 with a standard deviation of 1.14.

24. After the SIP implementation of the SIP, there was an increase in the graduation rate as evidenced by its mean which is 97.39 and a standard deviation of 3.41.

25. Along academic achievement (NAT-MPS) 13 or 17.65 percent fell the MPS range of 83-84, 12 or 17.65 percent fell the MPS range of 75 below, 10 or 14.71 percent fell the range of 75-76, eight or 11.76 percent fell the 87-88 and the rest were thinly distributed to other ranges. The average MPS before the implementation was 79.72 with a standard deviation of 6.65. On the other hand, after the implementation of the SIP, 12 or 17.65 percent fell the MPS range of 83-85 followed by 10 or 14.71 percent which fell the MPS ranges of 85-86 and 89-90, nine or 13.24percent fell the range of 87-88 and 6 or 8.82 percent fell the MPS

range of 79-80 and 81-82. The average MPS was 84.88 with a standard deviation of 5.00.

26. On the extent of implementation along goals and objectives, 39 or 57.35 percent respondent-schools rated fell the score range of 6-10 and was interpreted as "moderately implemented", 22 or 32.35 percent of the school-respondents were rated "fairly implemented" and 7 or 10.29 percent fell the range of 11-13 and was interpreted as "fully implemented" with an average of 6.28 which means "moderately implemented" and a standard deviation of 2.75.

27. On the extent of implementation along performance targets, eight or 11.76 percent were assessed Level 1 which means "fairly implemented", 37 or 54.41 percent of the school-respondents were assessed Level 2 which means "moderately implemented" and the remaining 23 or 33.82 percent were assessed Level 3 which means "fully implemented".

28. On the extent of implementation along improvement process, 41 or 60.29 percent were assessed level 2 which means "moderately implemented", 14 or 20.59 percent were assessed Level 3 which means "fully implemented" and the remaining 13 or 19.12 were assessed Level 1 which means "fairly implemented". The mean was pegged at 43.72 which was interpreted as "moderately implemented" and a standard deviation of 16.56.

29. On the extent of implementation along resource and management, 56 or 82.35 were assessed Level 2 which means "moderately implemented", 11 or 16.18 percent were assessed Level 3 which means "fully implemented" and one

or 1.47 percent was assessed Level 1 which means "fairly implemented". The mean was posted at 12.76 which was assessed Level 2 which means "moderately implemented".

30. With regards to the extent of implementation along school performance accountability, 33 or 48.53 percent of the school respondents were assessed "moderately implemented" in terms of performance accountability, 25 or 36.76 percent were assessed "fairly implemented" and 10 or 14.71 percent were "fully implemented" with a mean posted at 25.63percent and a standard deviation of 8.72.

31. On the extent of SIP implementation along implementation strategies, 41 or 60.29percent of the respondent-schools have "moderately implemented" the SIP, 20 or 29.49 percent have "fairly implemented" the SIP and seven or 10.29 percent have full implementation of SIP with a mean pegged at 30.79 which means "moderately implemented" with a standard deviation of 7.94.

32. On the extent of SIP implementation along timelines, 42 or 61.76 percent have "moderately implemented", 25 or 36.76 percent have "fairly implemented" and 1 or 1.47 was "fully implemented" the SIP along its timelines with mean posted at 6.09 which was interpreted as "moderately implemented" with a standard deviation of 1.57.

33. As regards to the degree of involvement in relation to goals and objectives, 68 or 100.00percent of the school heads were "highly involved" in the SIP implementation.

34. As regards to degree of involvement in relation to performance targets, 8 or 11.76 percent were assessed Level 1 which means "fairly implemented", 37 or 54.41 percent of the school-respondents were assessed Level 2 which means "moderately implemented" and the remaining 23 or 33.82 percent were assessed Level 3 which means "fully implemented". The mean was posted at 21.44 which means "moderately implemented" with a standard deviation of 10.36.

35. On the degree of involvement along improvement process, 41 or 60.29 percent were assessed level 2 which means "moderately implemented", 14 or 20.59 percent were assessed Level 3 which means "fully implemented" and the remaining 13 or 19.12 were assessed Level 1 which means "fairly implemented". The mean was pegged at 43.72 which was interpreted as "moderately implemented" and a standard deviation of 16.56.

36. As regards to resource management, 56 or 82.35 were assessed Level 2 which means "moderately implemented", 11 or 16.18 percent were assessed Level 3 which means "fully implemented" and 1 or 1.47 percent was assessed Level 1 which means "fairly implemented". The mean was posted at 12.76 which fell under Level 2 which means "moderately implemented".

37. On the degree of involvement along school performance accountability, 33 or 48.53 percent of the school respondents were assessed "moderately implemented", 25 or 36.76 percent were assessed "fairly implemented" and 10 or 14.71 percent were "fully implemented" with a mean posted at 25.63 percent and a standard deviation of 8.72.

38. As regards to implementation strategies, 41 or 60.29 percent of the respondent-schools have "moderately implemented", 20 or 29.49 percent have "fairly implemented" the SIP and 7 or 10.29 percent have full implementation of SIP with a mean pegged at 30.79 which means "moderately implemented" with a standard deviation of 7.94.

39. In terms of timelines, 42 or 61.76 percent have "moderately implemented" the SIP along timelines, 25 or 36.76 percent have "fairly implemented" and one or 1.47 had "fully implemented" with mean posted at 6.09 which was interpreted as "moderately implemented" with a standard deviation of 1.57.

40. The degree of involvement of SPT school head member-respondents in relation to the extent of implementation of the SIP revealed that 68 or 100.00 percent of the school heads were "highly involved" in the SIP implementation.

41. The degree of involvement of the SPT Teacher member-respondents in relation to the extent of the implementation of the SIP revealed that teacher member-respondents are "highly involved" where 64 or 94.12

percent of the teachers were "highly involved" and the remaining four or 5.88 percent were "moderately involved" in SIP implementation.

42. The degree of involvement of the SPT LGU Member-respondents in relation to the extent of implementation of the SIP revealed that 50 or 73.53 percent of the LGU member-respondents are "highly involved" in SIP implementation and the remaining 18 or 26.47 percent are "moderately involved" on school activities. In totality, the LGU member-respondents are "highly involved" as evidenced by a mean of 10.13 and standard deviation of 2.15.

43. The degree of involvement of the SPT parent member-respondents in relation to the extent of implementation of the SIP revealed that one or 1.47 percent LGU parent member-respondent was "fairly involved" , 12 or 17.65 percent were "moderately involved" and 55 or 80.88 percent were "highly involved" in the implementation.

44. The degree of involvement of the SPT pupil member-respondents in relation to the extent of implementation of the SIP revealed that majority of the pupil member-respondents where 58 or 85.29 percent were "highly involved" and the remaining 10 or 14.71 percent have "moderately involved" in the SIP implementation.

45. The relationship between the extent of implementation of the SIP in relation to the goals and objectives and the respondents' profile revealed that on school heads' profile, educational attainment and relevant in-service trainings

attended on national, regional and local trainings affect the implementation of the SIP with a Fisher's t value of 2.39, 2.55, 2.13 and 2.22, respectively which are greater than the tabular value of 1.658 with .05 level of significance and 66 degrees of freedom.

46. On teachers profile, age and occupation affect the extent of implementation of SIP as revealed in the computed Fisher's t value of3.96 and 2.49, respectively. Therefore, the hypothesis which states that "there is no significant relationship between the extent of implementation of SIP and the teachers' profile" is rejected.

47. On parents profile, none of the variables affected the implementation of the SIP while on the pupils profile, sex affects the extent of SIP implementation. Therefore, the hypothesis which states that "there is no significant difference on the extent of implementation of the SIP and the pupils profile on sex along goals and objectives" is rejected.

48. The relationship between the extent of implementation of the SIP in relation to the performance targets and the respondents' profile. On school heads' profile, educational attainment, regional and national trainings affect the extent of implementation of school heads along performance targets as revealed by the computed t values of 2.69, 2.12 and 2.62 , respectively which are higher than the tabular value of 1.658 with .05 level of significance and degrees of freedom equals to 66. Therefore, the hypothesis which states that "there is no significant relationship between the extent of implementation of school heads in

relation to the school heads' profile along educational attainment and relevant trainings attended" is rejected.

49. On teachers profile, age, educational attainment, and occupation revealed a computed t-values equal to 1.90, 2.12 and 2.46 which proved to be greater than the tabular t value of 1.658 with 0.05 level of significance and degrees of freedom equals to 66.

50. On LGUs' profile, occupation/ position pegged a computed t value of 3.23 which proved higher than the tabular value of 1.658 with df equals to 66 and computed value equals to 1.658. Therefore, the hypothesis which states that "there is no significant difference between the extent of implementation of the SIP in relation to performance targets and the respondents' profile" is rejected.

51. The relationship between the extent of implementation of the SIP in relation to the school improvement process and the respondents profile revealed that the school heads' profile such as educational attainment, position, national, regional and local trainings affected the extent of implementation of the SIP in relation to the school improvement process as revealed by the computed t values of 2.95, 1.67, 2.76, 2.93 and 2.05, respectively which proved to be higher than the tabular value of 1.658 with degrees of freedom equals to 66.

52. On teachers profile, the factors that affected the extent of implementation of the SIP along improvement process are as follows: age, educational attainment and occupation as evidenced by the computed t-values of

3.99, 2.56 and 3.20 respectively which were higher than the critical t value of 1.658 with 0.05 level of significance and degrees of freedom equals to 66..

53. On LGU member-respondents profile, educational attainment and occupation affected the extent of SIP implementation as revealed in their computed t values of 2.56 and 3.20, respectively which were higher than the critical t value of 1.658 with 66 degrees of freedom.

54. On parents profile, educational attainment affected the parents' involvement on the activities of the school as revealed by the computed t value of 0.20 with critical t value equals to 1.658 with df=66.

55. The relationship between the extent of implementation of the SIP in relation to the resource management and the respondents' profile revealed national trainings attended by the school heads affect the SIP implementation as evidenced by a computed t value of 1.78 which proved higher than the tabular value of 1.658 with df equals to 66 and .05 level of significance.

56. On LGUs' profile, sex affects the extent of SIP implementation along resource management as revealed by the computed t value of 1.62 which is greater than the tabular t value of 1.658.

57. The relationship between the extent of implementation of the SIP in relation to the school performance accountability and the respondents profile show that along school heads' profile, relevant in-service trainings attended on national and regional levels affect the extent of involvement of the said respondents in relation to school performance accountability as evidenced by

the computed t values of 2.07 and 2.56, respectively which proved higher than the critical t value of 1.658.

58. In terms of teachers' profile, age affects the extent of implementation of the SIP along school performance accountability as revealed by the computed t value of 2.75 which proved greater than the tabular t value of 1.658.

59. In terms of LGUs' profile, educational attainment affects the SIP implementation along school performance accountability as evidenced by a computed t value of 1.90 which proved higher than the tabular value of 1.658 with degrees of freedom equals to 66 and 0.05 level of significance.

60. The relationship between the extent of implementation of the SIP in relation to the implementation strategies and the respondents' profile. In terms of school heads' profile, national and regional trainings attended by school heads affect the extent of implementation of SIP as revealed in the computed t values of 2.34 and 1.77 , respectively which proved higher than the tabular t value of 1.658 with df equals to 66 and 0.05 level of significance.

61. The relationship between the extent of implementation of the SIP in relation to the timelines and the respondents' profile have shown that along LGU member-respondents profile, sex affects the extent of SIP implementation as evidenced by the computed t value of 1.96 which proved higher than the critical t value of 1.658 with degrees of freedom equals to 66 and 0.05 level of significance.

62. The relationships between the extent of implementation of the SIP in relation to the goals and objectives and the extent of involvement by the SPT member-respondents revealed that all groups of SPT member-respondents namely: teachers, LGU's, parents and pupils posed a not significant evaluation as evidenced by the Fisher's t values of 0.82, 1.34, 2.39 and 1.66, respectively which proved lower than the critical t value of 1.658 with df equals to 66 and 0.05 level of significance.

63. The relationship between the extent of implementation of the SIP in relation to the performance targets and the extent of involvement by the SPT member-respondents have shown that among the five groups of respondents, the teachers, LGU's, parents and pupils computed t values resulted to 3.01, 3.53, 3.12 and 2.41, respectively which were higher than the critical t value of 1.658. Thus, the hypothesis which states that "there is no significant relationships between the extent of implementation of the SIP and the respondents' extent of involvement " is rejected.

64. The relationship between the extent of implementation of the SIP in relation to the school improvement process and the extent of involvement by the SPT member-respondents revealed that the LGU and pupil member-respondents are actively involved in the implementation of SIP as evidenced by the computed t values of 1.83 and 1.68, respectively which proved greater than the critical t value of 1.658 with degrees of freedom equals to 66 and 0.05 level of significance. Thus, the hypothesis which states that "there is no significant

relationships between the extent of implementation of the SIP and the respondents' extent of involvement" is rejected.

65. The relationship between the extent of implementation of the SIP in relation to the resource management and the extent of involvement by the SPT member-respondents revealed that the computed t values for the teachers was 0.40 , 0.42 for LGUs', 1.00 for parents and 1.49 pupil member-respondents which were lower than the tabular t value of 1.658 with 0.05 level of significance and df equals to 66. Thus, the hypothesis which states that "there is no significant relationships between the extent of implementation of the SIP and the respondents' extent of involvement" is accepted.

66. The relationship between the extent of implementation of the SIP in relation to the school performance accountability and the extent of involvement by the SPT member-respondents revealed that the computed t values for teachers was 0.97 , 1.31 for LGUs', 0.10 for parents and 0.74 pupil member-respondents which were lower than the tabular t value of 1.658 with 0.05 level of significance and df equals to 66. Thus, the hypothesis which states that "there is no significant relationships between the extent of implementation of the SIP and the respondents' extent of involvement" is accepted.

67. The relationship between the extent of implementation of the SIP in relation to the implementation strategies and the extent of involvement by the SPT member-respondents revealed that teachers, LGUs, parents and pupil member-respondents are actively involved in the implementation of SIP as

evidenced by the computed t values of 3.53, 2.58, 1.85 and 2.70 , respectively which proved higher than the critical t value of 1.658 with degrees of freedom equals to 66 and 0.05 level of significance. Thus, the hypothesis which states that "there is no significant relationships between the extent of implementation of the SIP and the respondents' extent of involvement" is rejected.

68. The relationship between the extent of implementation of the SIP in relation to the timelines and the extent of involvement by the SPT member-respondents shown that LGU and pupil member-respondents are actively involved in the implementation of SIP as evidenced by the computed t values of 2.48 and 2.10, respectively which proved greater than the critical t value of 1.658 with degrees of freedom equals to 66 and 0.05 level of significance. Thus, the hypothesis which states that "there is no significant relationships between the extent of implementation of the SIP and the respondents' extent of involvement along timelines" is rejected.

Conclusions

Based on the foregoing findings, the following conclusions were drawn:

1. The school heads are in their late 50's and were dominated by females. Majority of them are Master's degree holders occupying a Principal 1 position and have shown positive attitude towards the SIP implementation.

2. Majority of the SPT teacher member-respondents are in their mid 40's that made them more productive in the teaching endeavour and the group

was dominated by females, with MA/MS units , occupying a Master Teacher 1 position and have positive attitude towards the SIP implementation.

3. Majority of the SPT LGU member-respondents are in their mid 40's, dominated by males, College Graduate and mostly Barangay Captains and have positive attitude towards implementation of the SIP.

4. Majority of the SPT parent member-respondents are in their mid 40's, dominated by females, College Graduate and have positive attitude towards the implementation of the SIP.

5. This means that majority of the pupil member-respondents are 11 years old and are usually Grade V pupils dominated by females.

6. There was an increase in enrolment, participation rate, cohort survival rate, graduation rate and NAT MPS among respondent-schools before and after the implementation of the SIP. This connotes that pupils' performance on the different learning areas had improved due to intervention activities initiated by the schools with SIP's.

7. The goals and objectives, performance targets, school improvement process, resource management, school performance accountability, implementation strategies and timelines are moderately implemented by the respondent-schools. This means that every school was trying their best to disseminate the importance and existence of plans to internal and external stakeholders.

8. School heads, teachers, LGU's , parents and pupils are highly involved in the implementation of the SIP. This means that the member-respondents are participative and supportive on the different programs and projects of the schools.

9. Educational attainment and relevant trainings attended by the school heads affected their extent of implementation of the SIP in relation to its goals and objectives. This means that the higher the educational attainment of school heads and the more experienced they are in the field , the more involved they are in the SIP implementation.

10. The extent of involvement of the school heads, teachers, LGU's, parents and pupils shown a favorable attitude towards theDepEd officials in City and Samar Divisions.

Recommendations

In the light of the findings and the conclusions of the study, the following are recommended:

1. Encourage and train teachers in the development/ crafting of SIP.

2. Creation of Technical Assistance Committee under take monitoring and assessment in program/project implementation.

3. Solicit support and tap the expertise of the internal and external stakeholders.

4. Implementation of School Improvement Plan should be strengthened to both central and non-central elementary schools in City and Samar Divisions.

5. Involvement/participation of stakeholders should be intensified inasmuch as School Improvement Planning is concerned.

6. To ensure better performance of schools on the different performance indicators, SIP should be carefully planned by both internal and external stakeholders so as to meet the vision, mission, goals and objectives of the school.

7. DepEd should formulate steps and initiatives to own a land for school site.

8. Acquire and purchase facilities and equipment needed to make work effective and efficient.

9. Dissemination of students' performance to its stakeholders should be done to provide inputs for future improvement of the plan.

10. The school heads should undergo a series of workshops in prioritizing school projects and activities based on available facts, data and school resources available, through a strategic planning process.

11. All schools must organize the school improvement committee which will initiate in the framing up of the school improvement plan where the major priorities will be treated and given emphasis depending on the availability of its resources.

12. The school heads should develop plans and strategies to attract stakeholders to extend appropriate financial support and generate income-generating projects to finance the school projects and programs.

13. A similar study may be conducted giving emphasis on other related factors that may improve the implementation of School Improvement Plan.

Chapter 6

SIP MENTORING AND COACHING: A STRATEGIC PLAN TO IMPROVE SIP IMPLEMENTATION

Rationale

Mentoring and coaching is a process by which a wise and helpful guide or adviser uses experience to show a person how to avoid mistakes he or she made earlier in his/ her career or otherwise help advance the individual in his/her career. It is now a trend sweeping through corporate organizations to help managers and leaders achieve their career goals faster. Structured company programs are also on an increasing popularity as organizations see that mentoring programs can shorten learning tracks, speed up managerial advancement, and build up strong team of leaders to respond to the many challenges confronting our public institutions such as our schools (Stone; 2004:x).

Looking at the mentoring and coaching as a learning experience, and the benefits that can be derived by newly promoted school heads from the technique, this innovative approach to better improve the School Improvement Plan implementation is recommended for adoption. This process or scheme is believed to pinpoint the management and /or leadership needs of our school administrators particularly those administering our far-flung barangay schools and the clustered schools. This kind of schools has yet to accomplish the required documents for assessment. One factor identified for the delay is the measure of

accomplishment of objectives which they find a bit difficult to achieve. Hence, this strategic plan.

Objectives

Public organization to include the elementary schools need to entertain strategic approaches to respond to some but distinct issues and problems related to managerial skills and competencies of our school leaders. One strategy that should be tried out by individual school to advance itself to the modern technology is the so-called Mentoring & Coaching Technique. This strategic plan has the following objectives:

1. Advance the interests of special individuals and groups;
2. Support knowledge management or the so-called Staff Management to come together to share knowledge about their jobs;
3. Teach technical skills to the junior executives or the newly promoted school heads;
4. Prepare new school heads for their new assignments, and
5. Build strong teams to support and carry out the objectives of the school and the division.

Implementation Stage

Preparatory phase

1. Selection of a Program Coordinator or Coordinating Committee/Steering Committee whose tasks are as follows:

1.1 Setting program goals;

1.2 Identifying mentors and mentees;

1.3 Matching mentors with mentees;

1.4 Conducting orientation programs;

- Program overview
- Description of eligibility, screening, process, and suitability requirements
- Level of commitment expected (time, energy, and flexibility)
- Expectations and restrictions (accountability)
- Benefits and rewards of participants, if any
- Summary of program policies, including written reports, interviews, and evaluation process

1.5 Assisting in completion of negotiation agreements;

1.6 Tracking the health of the relationships, and

1.7 Conducting periodic assessment of the program.

2. Training Mentors and Mentees

The objectives here covered the following:

1.8 Unlearn past ideas about mentoring;

1.9 Make participants draw (positive and negative) from past experiences;

1.10 Redefine mentoring and coaching;

1.11 Understand mentoring as a partnership, and

1.12 Identify limitations associated with mentoring and coaching.

Implementation Phase

1. Negotiating Mentoring Agreements

   - The Role of the Mentor
   - The Goals of the Mentee

2. The Linkage Between Goals and Activities on a worksheet

Mentee's Goals	Activities the Mentee can do to achieve the goal	The actions of the Mentor

3. Elements Necessary in a Mentoring & Coaching Episodes

   - Confidentiality
   - Timetable
   - No-fault Terminations
   - Frequency and Type of Meetings
   - Paperwork

4. The Three Stages of Mentoring and Coaching

   4.1 Stage One: The Startup phase

- Initial meetings lay the foundation for the relationship. Thus, the focus of the sessions is the building up of a trusting relationship.
  - Agreement of career & development goals
  - Mentor offers development opportunities for the mentee's needs

4.2 Stage Two: The Cultivation Period

This can last a few months depending on how the relationship unfolds. It is in this stage when mentor and mentee begin to discover the real benefits of the mentorship and coaching.

- Provision of challenging assignments especially projects with high visibility.
- Provision of a midcourse corrections to circumvent major mentoring pitfalls.

4.3 Stage Three: The Culminating Period

During this stage the mentor and mentee find themselves moving apart. The mentee is already demonstrating more independence, thus the need to entertain the end or closure of the mentoring and or/ coaching sessions.

Monitoring and Evaluation Phase

In monitoring and evaluation the following should be given top attention by the Program Coordinator or Coordinating Committee, such as:

1. The Traits of the Mentor
   - Commitments and keeping those commitments;
   - Demonstrate reliability, honesty, and respect;
   - Demonstrate initiative and optimism;
   - Demonstrate a sincere appreciation towards the mentee;
   - Look for opportunities to send the message to top management;
   - Exhibit professionalism, and
   - Use attraction or willingness to listen to others.
2. The Traits of the Mentee
   - Competency focus on:
     - Problem solving (ability to identify root causes, develop action plans, and implement)
     - People skills (ability to motivate people from different backgrounds; demonstrates respect, caring, and fairness)
     - Customer focus (concern for customers-internal and external; will go the extra mile to delight customers)

- Teamwork (ability to assemble, motivate, and facilitate productive activities, including meetings)
- Continuous improvement (ability to find new ways of doing things)

3. The Mentoring & Coaching Program

- The program should have contributed to the following:
  - Transition of useful knowledge
  - More fluid project delivery
  - Improved communication
  - Guidance to staff
  - Greater accountability
  - Negotiations and observation of timelines

4. Monitoring Results

The following questions should guide the monitors, to wit:

1) What did the mentee accomplish?
2) Is there something new that the mentee tried that was successful?
3) What challenges did the mentee overcome and what challenges does he or she still feel need to be met?
4) What did the mentee learn about how to handle a new responsibility?

5. Providing Feedback

- Via phone- listen for non-verbal signals
- Face-to-face communications – "straight talk", response to your words is evident in body language
- Via e-mail- focus on the communications under way

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APPENDICES

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November 5, 2012

DR. MARILYN D. CARDOSO
Dean, College of Graduate Studies
This University
Catbalogan City

Madam:

In my earnest desire to finish my doctoral degree, may I have the honor to submit for approval the propose thesis titles preferably number 1:

1. IMPLEMENTATION OF SCHOOL IMPROVEMENT PLAN (SIP) IN THE DIVISION OF SAMAR: AN ASSESSMENT

2. THE RELEVANCE OF SCHOOL HEAD'S SUPERVISION POLICIES WITH THE ACADEMIC GROWTH OF ELEMENTARY PUPILS

3. THE IMPLEMENTATION OF SCHOOL BASED MANAGEMENT PROGRAM AND ITS RELEVANCE TO THE ACADEMIC DEVELOPMENT OF SCHOOLS IN THE DIVISION OF SAMAR

I hope for your favorable approval on this request.

Very truly yours,

(SGD.)MARIA ANNABELLE D. DACA
Researcher

APPROVED:

(SGD.)MARILYN D. CARDOSO, Ph.D.
Dean, College of Graduate Studies

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ASSIGNMENT OF ADVISER

December 5, 2012

DR. THELMA C. QUITALIG
Schools Division Superintendent
DepEd, Samar Division
Catbalogan City, Samar

Madam:

Please be informed that you have been designated as adviser of MS. **MARIA ANNABELLE D. DACA** candidate for the degree Doctor of Philosophy major in Educational Management who proposes to write a dissertation entitled **"IMPLEMENTATION OF SCHOOL IMPROVEMENT PLAN (SIP) IN THE DIVISION OFSAMAR: AN ASSESSMENT".**

Thank you for your cooperation.

Very truly yours,

(SGD.) MARILYN D. CARDOSO, Ph.D.
Dean, College of Graduate Studies/
VP for Academic Affairs

CONFORME:

(SGD.)THELMA C. QUITALIG, Ph.D., CESO V
Adviser

Republic of the Philippines
Department of Education
Region VIII
DIVISION OF SAMAR
Catbalogan

ATTITUDE CHECKLIST ON SIP IMPLEMENTATION

struction: Using the checklist below Please indicate the attitude of the five groups of stakeholders by putting a check (✓) mark representing your responses in every school.

CENTRAL SCHOOLS

Name of School	School Head			Teacher			Pupil			PTA			LGU		
	Positive	Uncertain	Negative	Positive	Uncertain	Negative	Positive	Uncertain	Negative	Positive	Uncertain	Negative	Positive	Uncertain	Negative
SAMAR DIVISION															
Almagro CES	✓			✓			✓			✓			✓		
Gandara I CES	✓			✓			✓			✓			✓		
Gandara II CES	✓			✓			✓			✓			✓		
Pagsanghan CES	✓			✓			✓			✓			✓		
San Jorge CES	✓			✓			✓			✓			✓		
Sta. Margarita I CES	✓			✓			✓			✓			✓		
Sta. Margarita II CES	✓			✓			✓			✓			✓		
Sto. Niño CES	✓			✓			✓			✓			✓		
Tagapul-an CES	✓			✓			✓			✓			✓		
Tarangnan CES	✓			✓			✓			✓			✓		
Basey I CES	✓			✓			✓			✓			✓		
Basey II CES		✓		✓			✓			✓			✓		
Calbiga CES	✓			✓			✓			✓			✓		
Daram I CES	✓			✓			✓			✓			✓		
Daram II CES	✓			✓			✓			✓			✓		
Hinabangan CES	✓			✓			✓			✓			✓		
Jiabong CES	✓			✓			✓			✓			✓		
Marabut CES	✓			✓			✓			✓			✓		
Motiong CES		✓		✓			✓			✓			✓		
Pinabacdao CES	✓			✓			✓			✓			✓		
San Sebastian CES		✓		✓			✓			✓			✓		
Sta. Rita I CES	✓			✓			✓			✓			✓		
Sta. Rita II CES	✓			✓			✓			✓			✓		
Talalora CES	✓			✓			✓			✓			✓		
Villareal I CES	✓			✓			✓			✓			✓		
Villareal II CES	✓			✓			✓			✓			✓		
Wright I CES	✓			✓			✓			✓			✓		
Wright II CES	✓			✓			✓			✓			✓		
Zumarraga CES	✓			✓			✓			✓			✓		

	NON-CENTRAL SCHOOLS														
Name of School	School Head			Teacher			Pupil			PTA			LGU		
	Positive	Uncertain	Negative	Positive	Uncertain	Negative	Positive	Uncertain	Negative	Positive	Uncertain	Negative	Positive	Uncertain	Negative
. CATBALOGAN CITY DIVISION															
. Salug ES	✓			✓			✓			✓			✓		
1 Guiusorongan ES	✓			✓			✓			✓			✓		
2 Bliss ES	✓			✓			✓			✓			✓		
. Silanga ES	✓			✓			✓			✓			✓		
1 Rama ES	✓			✓			✓			✓			✓		

DIVISION SBM TASK FORCE

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	SAMAR DIVISION															
	Kerikite ES	✓			✓			✓			✓			✓		
	Tambongan ES	✓			✓			✓			✓			✓		
3	Sto. Niño ES	✓			✓			✓			✓			✓		
	Villahermosa ES	✓			✓			✓			✓			✓		
	Erenas ES	✓			✓			✓			✓			✓		
6	Lambao ES	✓			✓			✓			✓			✓		
	Inoraguiao ES	✓			✓			✓			✓			✓		
8	Baras ES	✓			✓			✓			✓			✓		
	Baquiw ES	✓			✓			✓			✓			✓		
	Oeste ES	✓			✓			✓			✓			✓		
11	San Fernando ES	✓			✓			✓			✓			✓		
	Old San Agustin ES	✓			✓			✓			✓			✓		
13	Patong ES	✓			✓			✓			✓			✓		
14	Baclayan ES	✓			✓			✓			✓			✓		
	Burgos ES	✓			✓			✓			✓			✓		
16	Bagacay ES	✓			✓			✓			✓			✓		
	Catalina ES	✓			✓			✓			✓			✓		
	Legaspi ES	✓			✓			✓			✓			✓		
19	Calapi ES	✓			✓			✓			✓			✓		
	Purasanon ES	✓			✓			✓			✓			✓		
21	Dolores ES	✓			✓			✓			✓			✓		
22	Anibongon ES	✓			✓			✓			✓			✓		
	Old Manunca ES	✓			✓			✓			✓			✓		
24	Independencia ES	✓			✓			✓			✓			✓		
	Igot ES	✓			✓			✓			✓			✓		
26	Guintarcan ES	✓			✓			✓			✓			✓		
27	Pequit ES	✓			✓			✓			✓			✓		
	San Jose De Buan ES	✓			✓			✓			✓			✓		
29	Bioso ES	✓			✓			✓			✓			✓		

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alug ES		✓		✓			✓			✓			✓		
Guinsorongan ES	✓			✓			✓			✓			✓		
liss ES	✓			✓			✓			✓			✓		
ilanga ES	✓			✓			✓			✓			✓		
Rama ES	✓			✓			✓			✓			✓		

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CURRICULUM VITAE

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Station	:	San Andres Elementary School Catbalogan III District

EDUCATIONAL BACKGROUND

Elementary	:	Catbalogan I Central Elementary School 1981-1987
Secondary	:	Samar State Polytechnic College 1987-1991
College	:	Sacred Heart College 1991-1995
Graduate	:	Master of Arts in Elementary Education (MAEEd) Samar State University Catbalogan, Samar 2008

Post-Graduate	:	Doctor of Philosophy Major in Educational Management Samar State University 2009-present

ELIGIBILITY

Professional Board Examination for Teachers (PBET)
May 25, 1995

HONORS AND AWARDS RECEIVED

Second Honors	Grade II Catbalogan I Central Elementary School March 30, 1983
Fourth Honors	Grade IV Catbalogan I Central Elementary School March 1985
Certificate of Recognition	Regional Award for Outstanding Leadership
Certificate of Recognition	Division Awards for Third Highest MPS of the National Achievement Test

TRAININGS, SEMINARS & WORKSHOP ATTENDED

Division Training on School Improvement Planning (SIP) under the SBM Program, September 24-30, 2009, Redaja Hall, Catbalogan, Samar.

DSWD-DepEd Consultation Workshop on 4Ps. October 5-7, 2010, Regional Education Learning Center, Tacloban City.

Annual National Educational Management Training Seminar, April 11-15, 2011, DepEd Ecotech Center, Cebu City.

Lecture-Training on School-Based Legal Management for Public Administrator. February 8-10, 2011.

National Seminar for Math Teachers.

Division Training-Workshop on the School Improvement Planning (SIP), July 6-8, 2011, SNS Social Hall, Catbalogan, Samar.

Division Orientation on Individual Plan for Professional Development for Teachers and School Heads and School Plan for Professional Development, August 10-12, 2011, Redaja Hall, Catbalogan, Samar.

Division Workshop on Post Training Monitoring and Evaluation. November 23-25, 2011.

Scouting Orientation and Basic Training Course Leaders of Adults, September 21-23, 2012, San Antonio, Northern Samar.

Division Seminar-Workshop on Guidelines on Canteen Management, November 28-30, 2012, SNS, Catbalogan, Samar.

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